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THE EFFECT OF PEER-BASED CONSULTING ON THE PROFESSIONAL AND PERSONAL LIVES OF THE CONSULTANTS

University — Université

UNIVERSITY OF ALBERTA

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

MASTER OF EDUCATION

Year this degree conferred — Année d'obtention de ce grade

1984

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THE EFFECT OF PEER-BASED CONSULTING ON THE PROFESSIONAL AND PERSONAL LIVES OF THE CONSULTANTS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1984

THE UNIVERSITY OF ALBERTA

RELEASE FORM

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DEGREE FOR WHICH THESIS WAS PRESENTED: MASTER OF EDUCATION

YEAR THIS DEGREE GRANTED: 1984

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ABSTRACT

This study focused on the experience of the peer consultant Resource Teacher in the Alberta Education Social Studies In-Service Project of 1981-82. Its purpose was to determine how the peer consulting experience affected the professional and personal lives of the Resource Teachers. It was felt that the overall success of the Project, as documented by MacKay and Doherty (1982), might increase the likelihood of similar projects being conducted. This possibility would warrant our knowing something of the effects the process has on the peer consultants' lives.

The study was an exploratory, inductive, and hypothesis generating research conducted using the qualitative methodology. The phenomenological and symbolic interactionist perspectives were the philosophical bases underlying the methodology. Data were collected from five respondents - former Resource Teachers - by means of semi-structured in-depth interviews and open-ended questionnaires.

The findings reveal two groups of effects on the Resource Teachers. The first group contains three effect themes of a general nature. Effects outlined in this group seem to serve jointly as a matrix for the second group which consists of four, more specific, effect themes. As a combined group, the seven effects display dynamic interrelationships among themselves, with one or more of the effects often contributing directly or indirectly to the

development of others.

The three general themes reflect the following effects, in order of their frequency of occurrence in responses:

Theme one: Broadening personal perspectives. This effect on the respondents seemed to be an overall increase in their personal knowledge, experience, and skills, all related to the administration of education and to personal development.

Theme two: Fulfilling psychological needs. This effect was the fulfilment of higher level "Maslovian" needs in the respondents' lives.

Theme three: Increasing self-confidence. This effect included the development of self-confidence and security in relation to the respondents' career activities and career aspirations.

The following four themes reflect the specific effects growing out of the previous group. There was no particular order of importance in which they emerged from the analyses.

Theme four: Improving classroom teaching. The respondents reported a more positive perception of their own classroom teaching behaviors after the experience.

Theme five: Becoming resident expert. There was concurrence among the respondents that the experience resulted in their being perceived by others as resident social studies experts following their involvement in the Project.

Theme six: Maintaining positive contacts. The respondents made many acquaintances during their term as

Resource Teachers. Since then, they have maintained contact, both personal and professional with many of these individuals.

Theme seven: Reinforcing existing orientations. Some of the respondents were reluctant to give their peer consulting experience full credit for changes in their lives; however, they did acknowledge that their experience in the Project contributed to these changes by reinforcing their existing beliefs and behaviors.

The main conclusion arising from the findings is that the experience of peer consulting has had a very positive effect on the lives of the respondents. A second conclusion is that the findings seem to fit well into the framework of other existing theories. This situation enhances the validity of the study. Based on the findings and conclusions, a substantive theory is generated and recommendations are made to various groups within the educational establishment.

ACKNOWLEDGEMENTS

Without the aid and support of the following people, this study would not have been possible.

Dr. D.A. MacKay, the thesis advisor, gave assistance and support beyond the call of duty. The other members of the thesis committee, Dr. E. Ratsoy and Dr. D. Massey, kindly displayed interest and support towards the work.

The secretarial skills and personal sacrifices of the writer's wife, Sheila Kluczny, were indispensable to the completion of the study.

A sincere cooperation and exchange of ideas from the writer's colleagues made the task much more fulfilling.

The five respondents displayed an enthusiasm, cooperation, and interest that made data collection an enjoyable experience.

Sincere thanks are extended to all of the above-mentioned persons.

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CHAPTER I

INTRODUCTION

This study focused on the experience of the peer consultant Resource Teacher in the Alberta Education Social Studies In-Service Project of 1981-82. The Project was a province-wide social studies curriculum implementation program. The Resource Teachers were the primary change agents, charged with delivering the Project's program. The following sections include: a brief statement of the research problem; a description of the Social Studies In-Service Project; an in-depth description of the Resource Teacher's role; and the significance of this research.

STATEMENT OF THE PROBLEM

The purpose of the study was to investigate how the Resource Teachers' experience as peer consultants affected them and the impact of that effect on their lives today. This impact was assessed from two points of focus: one, the effect on the person's educational career and two, the effect on themselves as persons. The problem is stated thus: How has the experience of peer consulting in the Social Studies In-Service Project affected the professional and personal lives of Resource Teachers?

In order to fully appreciate and understand the nature

of the problem, it is necessary to be informed about its context, and to be aware of what the actual duties of the peer consulting Resource Teacher were. The following sections provide a contextual overview of the Social Studies In-Service Project and the role expectations as mandated to the Resource Teachers by Alberta Education.

BACKGROUND TO THE PROBLEM

Social Studies In-Service Project

The Alberta Social Studies In-Service Project of 1981-82 was a teacher in-service project in which the main procedures employed were those of peer consultation. The project was announced in the Alberta Legislature April 19, 1981 by the Honorable David King, Minister of Education.

Rationale. The Downey Report of 1975, a major assessment of social studies instruction in the province, had made it clear that the high ideals of the Alberta Social Studies curricula of the past decade could not be attained without concerted professional initiatives in classroom implementation. (Alberta Education, 1981; MacKay and Doherty, 1982). Combined with mounting concerns over high instructional quality from the educational community and the public arena, recollection of the Downey assessment provided an impetus for action when the 1981 social studies curriculum was slated for implementation.

The Social Studies Curriculum Coordinating Committee and the Social Studies Specialist Council of the Alberta Teachers' Association both made presentations to the Minister regarding in-service strategies. These presentations, combined with those outlined by the Tri-Partite Committee on In-Service Education (1980), resulted in the emergence of the Social Studies In-Service Project.

All three groups had arrived at similar conclusions regarding curriculum implementation procedures and these were incorporated into the project (Alberta Education, 1981:1): (1) that it be conducted by practising professionals who have high credibility and peer respect, (2) that it facilitate the practical demonstration of unique methodologies, and (3) that it enable problem-solving and conflict-resolution about teachers' curriculum concerns to occur in an atmosphere of trust and confidence.

Objectives. The objectives for the program were categorized into three areas: those for Alberta teachers, those for the provincial social studies program, and those for curriculum implementation in Alberta (Alberta Education, 1981:2).

The teachers were to acquire a working understanding of the characteristics and requirements of the 1981 Alberta Social Studies Curriculum. They were also to be provided with opportunities to broaden their repertoire of instructional strategies for social studies.

The 1981 Alberta Social Studies Curriculum, which had

been the object of considerable professional and public dialogue, was to be given a fair chance for successful implementation. The project was also intended to provide a means for heightened professional and public dialogue about issues pertaining to social studies philosophy and methodology in Alberta.

In the area of general curriculum implementation in Alberta, the project was intended to test the viability of a peer-based consultative approach. It was felt that if the project was successful, this approach might be used in other areas of educational in-service training.

It was felt that the accomplished objectives would serve the students of Alberta. They would be the "long term beneficiaries" (Alberta Education, 1981:2) of the Social Studies In-Service Project.

Procedures. Guidelines for implementing the project at the school level were conveyed to school boards, superintendents, the Alberta School Trustees' Association, and the Alberta Teachers' Association during May and June of 1981. The Provincial Steering Committee of the Project received information and advice from these sources and incorporated this into a revised and modified implementation plan. The resulting procedural guidelines proposed four stages.

Stage one consisted of the creation of the project's Provincial Steering Committee and the identification of 125 Resource Teachers across the province. Although final responsibilities for Resource Teacher selection rested with

Alberta Education, local boards were encouraged to identify and select individuals possessing the following qualifications (Alberta Education, 1981:6):

1. Recent teaching experience with the Alberta Social Studies Curriculum and resource materials.
2. Sound, practical knowledge of the 1981 Social Studies Curriculum.
3. Commitment to the spirit of Alberta Social Studies, including Canadian Studies and processes of inquiry.
4. Experience in curriculum planning, preferably at the provincial level.
5. Professional interest in curriculum consultative work.
6. Credibility with teachers and other peers.
7. Human relations skills.
8. Communication skills.
9. Ability to maintain a flexible schedule, to accommodate noon-hour and after-hours meetings and workshops.
10. Ability to travel by automobile.

Boards were encouraged to involve Regional Office Consultants in the identification of Resource Teachers.

It was not mandatory that all school boards participate, but those involved were allowed one or more Resource Teachers based on the number of teachers they had under contract, geographical factors such as distances between schools, and the number of teachers per grade level per school. The participating boards were expected to provide release time for the Resource Teachers during their training sessions and the term of their duties as peer

consultants, to provide release time for all social studies teachers to attend the workshops designated by the program, to ensure that the Resource Teachers may return to their original job assignment upon the completion of the project, and generally to meet the various needs arising from the situational contingencies involved in the project. Being seconded from their respective boards, the Resource Teachers' salaries and expenses were provided by Alberta Education.

Stage two of the project involved the training of the Resource Teachers. This was accomplished with a total of five days of workshops prior to the secondment. After secondment, there were a number of call-back sessions whereby the Resource Teachers met, shared their experiences, and received instruction and guidance from Alberta Education personnel.

Stage three consisted of the in-service workshops for Alberta social studies teachers. Each participating board was obligated to provide a minimum of two full days of in-service for the social studies teachers in their jurisdiction. The boards could choose to "...close schools, or in the case of secondary schools, to cancel social studies classes" (Alberta Education, 1981:3) to accommodate the workshops. The details of the workshops were the joint responsibility of the Resource Teachers and their central office supervisors.

Stage four continued throughout the implementation of the project. It consisted of "school-based consultation"

(Alberta Education, 1981:3) whereby the Resource Teachers spent considerable amounts of time with individual teachers, exhibiting and explaining curriculum materials, and discussing relevant social studies issues. Some of the issues suggested by Alberta Education were: Canadian studies, evaluation, processes of inquiry, and specific instructional strategies (Alberta Education, 1981:4).

Alberta Education made arrangements to have the entire project evaluated. A private firm, Evaluation Consultants (Edmonton) Ltd., was contracted for this purpose. From the beginning it was made clear to all involved parties that the evaluation team members might be attending any project activities throughout the province.

ROLE OF THE RESOURCE TEACHER

The Resource Teachers were professionally certified teachers released from school or classroom duties to assist classroom teachers and system personnel in implementing the 1981 Alberta Social Studies Curriculum (Alberta Education, 1981:8). They worked in a consultative capacity striving to improve educational services to students and teachers within the framework of local needs, resources and the Alberta Teachers' Association Code of Ethics (Alberta Education, 1981:8). It must be emphasized that the Resource Teachers were colleagues and peers of the people they were providing guidance to; in fact, they usually belonged to the same

jurisdiction.

The Resource Teacher's Handbook (Alberta Education, 1981:8) stressed the following obligations of the Resource Teacher:

1. To work in accordance with the priorities and directions provided by local lines of authority and communication as established by board policy.
2. To attend the training sessions and contact sessions.
3. To be knowledgeable and conversant with all of the pertinent curriculum objectives, prescribed resources, and other local support materials.
4. To assist in the planning, organizing, and conducting of needs assessments for the in-service sessions and peer-based consulting activities.
5. To provide peer-based consultative services to schools and teachers by: meeting with grade levels, groups, or individual teachers; planning presentations at staff meetings; and participating in classroom observations, demonstrations, discussions, and interviews.
6. To plan, organize, and conduct in-service sessions and provide liaison with other personnel and organizations with an interest in the implementation of the 1981 Social Studies Curriculum.
7. To conduct information sessions with board members and the general public, explaining the characteristics and requirements of the 1981 Alberta Social Studies Curriculum.
8. To maintain a logbook to record the tasks undertaken,

schools visited, type of services provided, special concerns requiring additional follow-up, preliminary assessment of activities, and expenses incurred.

9. To provide information and assistance in the evaluation phase of the project, including the submission of logbooks to the evaluators.

SIGNIFICANCE OF THE STUDY

Theory Generation

Undoubtedly the unique feature of the Social Studies In-Service Project was the "peer-based consulting component" (Alberta Education, 1981:9). Fullan (1982:250), in his treatise on innovation and change in education, noted the Alberta project and remarked on the use of peer-based consulting. Schreiber (1981), in an address to a meeting of Resource Teachers, stated: "the eyes of North America are on you in this novel approach to in-service education."

Since the formal use of peer consultants in in-service education is a recent innovation, time has not yet allowed for the development of grounded theory regarding the impact of this phenomenon on the consultants themselves. This research is designed to make some initial inroads into the development of such grounded theory. Although the sample size establishes a limitation in that it is too small to generalize findings to the entire cadre of 125 peer-consultants, the study is a significant exploratory and

methodological step in theory generation.

Practical Knowledge

The educational climate in Alberta today would seem to indicate that the peer-based consultative approach will probably be used again. The current provincial media, citing claims of teacher malpractice, organizational inefficiencies, and functional illiteracy among high school graduates, reflect an increased public demand for educational accountability. Education minister David King concluded: "There is very little reliable evidence of what is happening in the province's classrooms" (Reguly and Weatherbe, 1983: 40). Alberta Education has responded with a massive program of educational evaluation aimed at all facets of the enterprise. In this climate it would seem probable that the necessity for teacher in-service will grow.

On May 2, 1984 Alberta Education officially included a "Teacher Inservice" policy in their Program Policy Manual (Alberta Education, 1984b). This policy declared: "From time to time Alberta Education may identify special needs to which it will suggest a high priority for teacher inservice" (Alberta Education, 1984b). The policy states that the responsibility for carrying out in-service is to be shared by the schools, school boards, the teaching profession (including individual members), and Alberta Education; however, the procedural guidelines state: "School jurisdictions will develop and maintain on file their

education plans which outline their policies, guidelines, procedures, intended results, and how these results will be achieved" (Alberta Education, 1984b). For the 1984-85 school term, the government will allocate in-service funds to local boards on the basis of "$9.00 per eligible pupil and $5.40 per E.C.S. child . . ." (Alberta Education, 1984a). The stated provincial priorities for 1984-85 are computer literacy, the gifted and talented, and evaluations.

The implications are: one, that local district personnel will be responsible for planning and implementing the in-service programs; and two, that the level of funding almost implies the use of local expert, peer consultants to successfully implement district wide programs. Much more money would be needed to utilize high priced external expertise on an ongoing basis.

In their evaluation of the Social Studies In-Service Project, MacKay and Doherty (1982:64) recommended: "the peer-based consultative approach should be strongly considered as an approach in future projects." They also suggested that the sheer number of people involved in such a province-wide social studies in-service program demands a similar method.

From a practical and moral point of view, the possibility of peer consultation in the future would warrant our knowing something about the effect of this process on the lives of the consultants.

OVERVIEW OF REMAINING CHAPTERS

The background literature and methodological arguments pertinent to this study are discussed in the following chapter. Chapter three consists of a specific description of the procedures used in the research. Themes and categories emerging from the analyzed data are portrayed in chapter four and the final chapter presents the conclusions, implications, and theory arising from the findings.

CHAPTER II

REVIEW OF LITERATURE

This chapter summarizes the literature in two conceptual areas pertinent to the study: peer consulting and naturalistic inquiry. Peer consulting is the process of in-service education under investigation and thus the focal point of this research. Naturalistic inquiry is considered important because the nature of the data sought warrants the use of this research methodology. The overall intent of the chapter is to present a synthesis of information relevant to the objectives of this study and the particular features of the problem being investigated.

PEER-BASED CONSULTING

This study was exploratory and inductive because there has been no previous research on the specific problem under investigation; that is, what long term effect does the peer-based consulting experience have on the lives of the consultants? Resulting from the dearth of literature in that area, the purpose of this section is to present a summary of information on the general efficacy of the peer-based approach to staff development. Staff development is an important concept in the discussion because it is the context in which peer-based consulting occurs. The

literature on peer-based consulting seems to emanate from utilization of this method in staff development programs.

The following sub-sections include: the definitions and conceptual models appropriate to this discussion; the theoretical background and rationale for the concept of peer-based consulting; and some relevant research findings on the topic.

Definitions

In any scholarly discourse it would seem appropriate to provide some clear definitions of the concepts under investigation. The purpose of this section is to define the concepts of staff development and peer-based consulting as they are employed in the context of this study.

Staff development. Rebore (1982:12) defined a staff development program as a program designed "to help personnel meet school district objectives and also to provide individuals with the opportunity for personal and professional growth." On the basis of this definition, one could subdivide the concept into the areas of clinical supervision and in-service education.

Clinical supervision is the face to face observation, analysis, and evaluation of actual classroom teaching (Goldhammer et al., 1980:1; Goldhammer, 1969:54). Cogan (1973:4) stated that it is clinical because it is performed in the "clinic of the classroom." This method of supervision is characterized by the human relations approach

whereby the teacher is consulted extensively both before and after the actual classroom observation (Goldhammer et al., 1980:32). Although the purpose of the supervision may be formative or summative, the objective should always be to help the teachers improve their skills.

In-service education is a "catch-all" phrase pertaining to curriculum, personal, and professional development activities undertaken while the teachers are actively employed (Harris, 1980:1). As Rebore (1982:169) revealed, the traditional approach to in-service education was "let's have a work-shop." This idea is no longer acceptable, as in-service education should encompass a miriad of delivery methods and many topical areas (Rebore, 1982:169; Harris, 1980:1).

Peer-based consulting. This concept consists of employing a collegial staff of "resource teachers" (Fullan, 1982; MacKay and Doherty, 1982; Schreiber, 1984) to implement clinical supervision or in-service education programs. The resource teachers are usually "master" teachers, expert in their fields, involved in active teaching practices, and holding no line authority over their peers (Riechard, 1976:364). During their staff development leadership activities, they are usually seconded from their teaching positions or relegated to a part time status. The practice of peer-based consulting is both old and new. Traditionally, teachers have always helped one another on an informal basis; however, recent trends have involved the formalization of this procedure in many staff development

programs (Blumberg, 1980:202; Alfonso, 1977:601).

Conceptual Models

Research geared toward increasing the effectiveness of staff development programs has produced many conceptual frameworks for analyzing the process. The purpose of this section is twofold: to present two staff development models that are compatible with a peer-based approach and to present a conceptual model of the peer consultant.

Staff development. Research by Sergiovanni and Starratt (1979:298) resulted in the following model, indicating the characteristics of effective staff development programs. The compatibility of this model with a peer-based approach is evident and implicit within the criteria. The items seem to focus on individual teacher participation and collegial relationships.

1. School-based programs in which teachers participate as helpers to each other and planners of in-service activities tend to have greater success ... than do programs ... conducted by college or other outside personnel without the assistance of teachers.
2. In-service education programs that have differentiated training experiences for different teachers (that is, "individualized") are more likely to accomplish their objectives than are programs that have common activities for all participants.
3. In-service education programs that place the teacher in an active role (constructing and generating materials, ideas, and behavior) are more likely to accomplish their objectives than are programs that place the teacher in a receptive role.
4. In-service education programs in which teachers share and provide mutual assistance to each other are more likely to accomplish their objectives than are programs in which each teacher does separate work.

5. Teachers are more likely to benefit from in-service programs in which they can choose goals and activities for themselves, as contrasted with programs in which the goals and activities are preplanned.

It is important to note the emphasis placed on planning, differentiated experiences for different teachers, active roles, using ideas, materials and behavior found in the actual teaching situation, teachers working with and helping other teachers, and teacher goals.

As much as the Sergiovanni and Starratt model was geared toward in-service education, the following model by Joyce and Showers (Mireau, 1983:13) is geared toward clinical supervision. This model was chosen because it has been effectively employed using peers as supervisors (these cases are discussed later in the discussion). A staff development program to promote teaching skills should incorporate the following features:

1. presentation of theory or description of new skills;
2. modeling or demonstration of skills or models of teaching;
3. practice in simulated and classroom settings;
4. structured and open-ended feedback - provision of information about performance;
5. coaching for application - hands on, in-classroom assistance with the adoption of skills and strategies.

With all these components in place, it has been estimated, 90 percent of participants would be able to implement skills successfully in the classroom (Mireau, 1983:13).

Peer-based consultant. Enns (1963:29), in his framework for analyzing the supervisory organization, stated that the supervisor could be classified as follows: "generalist or specialist; resident or non-resident; high level, middle level, or low level; temporary or permanent." According to this model the peer consultant would usually be: a specialist in the area of expertise he or she is consulting in; a resident of the organization he or she serves; and low level, that is, assuming a peer or collegial relationship with the teachers he or she is serving. The peer consultant would have staff authority only and usually assume responsibility for developmental or formative work with the teachers.

Theoretical Background and Rationale

Theoretical underpinnings for the peer-based approach to staff development lie in some facets of human motivation and human behavior. This section is designed to explore relevant motivational theory, human anxiety and resistance, and to describe some existing peer-based staff development programs.

Human motivation. Dowling and Sayles (1971:388) stated that McGregor's Theory Y assumptions rely heavily upon self-control and self-direction. Although one might propose that a continuum of behavior types exists between the extremes of Theory X and Theory Y, Dowling and Sayles argue that teacher professionality should generally allow the adoption of Theory Y assumptions when dealing with teachers.

They add that the motivation, the potential for development, the capacity for assuming responsibility, and the readiness to direct behavior towards organizational goals are all present in people; thus, it is the responsibility of management to arrange organizational conditions and methods of operation so that people can achieve their goals best by directing their own efforts toward organizational objectives.

Blumberg (1980:92), as a result of his research, concurred with the theory of Herzberg regarding teacher motivation. Based on Maslow´s hierarchy of needs, the notion arises that man´s behavior is always directed by his needs. Some needs are more basic than others, and their satisfaction is necessary before a person can attempt to satisfy higher needs. A need that is satiated will no longer serve as a motivator when a person is offered more of the same. Those needs associated with a higher level of human functioning and related to personal growth are the most powerful motivating factors. Sergiovanni (1982:96) concurred while stating the advantages of colleagueship in staff development:

> ... the long overdue recognition that classroom teachers have much to contribute to the quest for instructional improvement, coupled with increased responsibility for the design and implementation of improvement strategies, can produce a sense of personal achievement as well as a better functioning school. Recognition, responsibility, and achievement are termed ´motivators´ by Herzberg and are associated with job satisfaction. Therefore, successful colleagueship may well contribute to increased job satisfaction for classroom teachers.

Cogan (1973:69) contributed that in a collegial relationship it is easier for teachers to help each other and at the same time strengthen themselves professionally and personally.

The tenets of participative management have revealed that the participators gain a sense of fulfilment and self worth by being involved in organizational management. Turner and Weed (1983:152) reinforced this idea stating that "team-building is often an essential first step in creating an appropriate environment of mutual regard and trust." The resulting sense of colleagueship fulfills the employees' higher level needs and thus motivates them. One might conclude from the above discussion that a collegial, peer-based approach to staff development would enhance teacher motivation.

Anxiety and resistance. The second main point in the rationale for a peer-based approach is the anxiety and resistance aroused in teachers by traditional external approaches to staff development. Mosher and Purpel (1972:23) suggested that teacher resistance is the main roadblock to "clear and vital supervision programs."

"In spite of recent trends and practices in approaches to classroom supervision, an age old problem still persists - how to handle the problem of teacher anxiety when supervision is taken into the classroom" (McGee and Eaker, 1977:24). The humanistic and ethical thrust of today's society has fostered concern over this problem among educational administrators. McGee and Eaker (1977), in

their study of the perceptions of teachers, administrators, and supervisors in Tennessee, found that only 62% of teachers felt confident about impending classroom supervision. The very personal nature of teaching causes teachers to open themselves up - "this is my personality on display." Few feel comfortable in having one or more adults observe their behaviors, especially when the adults may be perceived as administrative with the power to hire, retain, and dismiss teachers (McGee and Eaker, 1977:24). Tuckman and Oliver (Blumberg, 1980:3), based on their 1968 research, added "It can only be surmised that teachers are defensive toward administrators who, in the absence of much basis for judgement, attempt to tell them how to teach."

Heishberger and Young (Blumberg, 1980:2), in a 1975 survey of teacher attitudes toward supervision, found that although 82% felt the need for supervision, 70% perceived the supervisor as potentially dangerous. Bellon (1982:9) discovered that when school systems adopt new evaluation programs, anxiety among teachers increases. He added that teachers want their supervisors to "behave as colleagues rather than superiors." Holley (1982:7) concurred with this finding. Geigle and Bradford (1982:21) went further revealing that teachers did not perceive a relationship between teacher evaluation and student achievement. Reaves (Blumberg, 1980:2) concurred with the above findings in an experiment among his university supervision classes. The results showed that the students tended to see supervision as an anxiety producing enterprise resulting in

defensiveness.

Roecks and Estes (1982:9) stated that resistance to change is human nature. The status quo is comfortable since less time and effort are spent in maintaining the equilibrium. The point seems to be as McGee and Eaker (1977:25) have stated: focusing on a teacher's classroom behavior will cause some degree of anxiety on the part of the teacher. This leads to some manifest questions: one, do we think improving classroom instruction is important enough to cause some anxiety; and two, are there ways to focus on teacher classroom behavior during observation and yet keep anxiety levels at a minimum? This writer agrees with McGee and Eaker that improvement is necessary, therefore we must find a way to reduce anxiety.

Kogan, in his 1976 research, advocated a collegial approach to staff development as a possible solution to the dilemma (Blumberg, 1980:4). Flanders, also in 1976, extended this concept, proposing "a partnership in inquiry in which two persons compare alternatives, the supervisor being the person who simply has more experience in the conduct of inquiry" (Blumberg, 1980:4). Knapp (1982:3) stated that in some cases peers are involved in evaluation, but only one to three percent of school districts contain such features. Research has shown that resistance and anxiety associated with change can be diminished if the stakeholders are allowed participation in the process (Dowling and Sayles, 1971:378). It would seem that a collegial approach might meet this requirement.

Peer-based programs. The purpose of a peer-based staff development program is to utilize the informal organization for formal purposes (Dowling and Sayles, 1971:87; Blumberg, 1980:205). Riechard (1976:364) in describing his model, stated that there should be resident clinical supervisors (R.C.S.) who are master teachers, teaching on a part time basis in the same school where they are serving as supervisors. Mosher and Purpel (1972:193) advocated a "clinical professor" who, among other educational development activities, would provide in-service supervision and training to other teachers. They also discussed the possibility of group supervision whereby teachers work together, taping and analyzing one another's work. They added that this scenario would require a collegial trust and confidence among the teachers.

Mireau (1983) and Smyth (1983) have both developed similar programs based on the Joyce and Showers staff development model. These are clinical supervision programs characterized by the use of teachers, who upon the completion of their two year cycle of training and involvement, provide active leadership in supervising their peers. These peers may then follow the same route and take on leadership roles.

An in-service model used by Alberta Education in the 1981 Social Studies In-Service Project and the 1980 Jefferson County (Colorado) Educational Jurisdiction in their Science curriculum Project (Fullan, 1982:170) was characterized by the use of Resource Teachers. These

teachers, regular classroom teachers who had demonstrated expertise, leadership and competency in their respective subject areas, were seconded from their positions to serve as in-service consultants in the implementation of new curriculum, social studies in Alberta and science in Colorado.

There are probably many other existing models of peer-based staff development programs; however, the above-mentioned cases serve to provide an overview of what has been commonly done in the area of peer-based staff development.

Research Findings

The purpose of this section is to present the findings of research on the necessity for and efficacy of peer-based staff development. The sub-topics of clinical supervision and in-service education are dealt with separately.

Blumberg (1980:202) stated that "teachers have long given their help to colleagues in an informal manner." He added that a growing body of data is slowly becoming available indicating the primary source of assistance teachers use in their efforts to solve the problems they face on a daily basis is other teachers. Milikan found the above to be true in his 1979 study of Edmonton, Alberta secondary teachers (Blumberg, 1980:202). In 1978, similar findings had been revealed by DeSanctis and Blumberg in a pilot study of adult-adult interactions in schools (Blumberg, 1980:202). Blumberg (1980:202) concluded by

stating: "for whatever reason, principals appear not to be the people to whom teachers turn, as a rule, when they need assistance with problems related to teaching." These findings might lead one to agree that we should officially recognize the value of the peer approach and implement formal utilization.

Clinical supervision. Alfonso and Goldsberry (1982:100) stated that teacher observation of methods, techniques, and styles of other teachers through intervisitation is a valuable staff development tool. He cited Evans (1975) as attributing intervisitation among British infant school teachers to the successful development of self-analysis and continued improvement. In 1978, Roper, Deal and Dornbush explored a system of intervisitation and peer evaluation among elementary teachers and reported that "teachers can and will help each other perform better on their jobs" (Sergiovanni, 1982:100). Simon's 1979 study found that elementary teachers valued an approach whereby they were oriented to clinical supervision, observed each other, and reported to one another (Alfonso and Goldsberry, 1982:101). In 1980, Goldsberry conducted a study in which teachers voluntarily participated in a semester-long course on colleague consultation, a form of peer delivered clinical supervision (Alfonso and Goldsberry, 1982:101). The results of the study indicated that the teachers not only valued the process, but became more self-analytical, and many changed their approach to teaching as a result of the experience.

Mireau (1983:14) in describing the Teacher

Effectiveness Program (T.E.P.) of the Edmonton Public School Board, lauded the effective use of teachers who have "demonstrated leadership qualities" in the implementation of the program. Each school then has the option to enroll more staff members as the program progresses. A teacher, having completed the program, becomes a trained peer consultant in clinical supervision.

Smyth (1983:5), in describing the clinical supervision model successfully employed in his Australian context stated: "Experience with the follow through model suggests that once teachers have gained practical knowledge through hands on experience, they become eager to share their knowledge with uninitiated colleagues."

The aforementioned findings would seem to imply that a peer model is certainly viable in the area of clinical supervision.

In-service education. Fullan (1982) has compiled an extensive summary of research findings pertaining to many areas of educational change and innovation. He cited Little (1981) who found that school improvement is "most surely and thoroughly" achieved when teachers engage in frequent, continuous, and increasingly concrete talk about teaching practice (Fullan, 1982:73). Curriculum implementation and delivery depend upon this process.

The Texas Research and Development Center evaluated the Jefferson County, Colorado curriculum implementation program (Fullan, 1982:170). They found it to be a success, "the implementation results showed that there was a dramatic

increase over previous standards" (Fullan, 1982:170). The evaluators partially attributed the success to the use of peer consultant Resource Teachers in the program.

Fullan, Miles and Taylor in their 1978 case study of Adams County Colorado, confirmed the importance of establishing a resource unit within the district which is integrated with ongoing program needs. External consultants were used but "mainly to train inside resource people (i.e., trainer-of-trainers approach)" (Fullan, 1982:183). Kamloops School District (1980) reported similar successful results in using peer-consultants as in-service leaders (Fullan, 1982:173).

MacKay and Doherty (1982:64), in their evaluation of the Alberta Social Studies In-Service Project recommended: "the peer-based consultative approach should be strongly considered as an approach in future projects." They also revealed that the Project resulted in some positive impacts on the peer consultants (MacKay and Doherty, 1982:60). The peer-based approach had been the hallmark of the Alberta program.

Fullan (1982) cited findings by Aoki et al. (1977), Kormos and Enns (1979), and Leithwood et al. (1978) all indicating that teachers are generally not satisfied with the assistance provided by external consultants in resolving curriculum implementation problems. The corollary would seem to be that peer-consultant resource teachers could more effectively conduct in-service programs. Fullan (1982:287) concluded by stating: "The cases of success we examined

consisted of systems of peer-based interaction and feedback among teachers with some external assistance."

Conclusion

Based on the evidence reviewed in the previous discussion, it is this writer's position that a peer-based approach to staff development has some merit. More sharing of ideas and problems might lead to increased teacher satisfaction and thus better performance. Perhaps some of the stressors present in traditional staff development programs can be avoided.

Given the situational contingencies existent within various staff development settings, it is difficult to generalize findings from one to another. Even if there had been previous research on the long term personal effects sustained by consultants as a result of their peer-based staff development experiences, it would have been important to investigate that problem in this particular setting. The MacKay and Doherty (1982) evaluation of the Alberta Social Studies In-Service Project documented the general efficacy of the enterprise and noted some positive effects on the peer consultants. This research goes one step further, documenting the longer term effects on the peer consultants.

NATURALISTIC INQUIRY

The purpose of this section is to indicate why the naturalistic research paradigm was a suitable approach for this study. The following sections identify the nature of the data required for the research and discuss the philosophical underpinnings of the approach, the assumptions and postures adopted, and the methodological implications of the previous features. A summary and conclusion are also included.

Nature of Required Data

Logic would suggest that the best method of inquiry for any research project can be determined only after one has decided on the sorts of information that need to be generated. The purpose of this research was to investigate how the Resource Teachers' experience as peer consultants in the Alberta Education Social Studies In-service Project affected them and to determine the impact on their lives today. Because there has been no previous research in this area the study assumed an exploratory stance. It was also inductive, hypothesis and theory generating in nature. This genre of problem warranted an intensive exploration and assessment of the respondents' subjective interpretations of their experiences.

Guba and Lincoln (1982) and Rist (1977) concurred that the style of research one chooses to employ should be a

matter of informed judgement rather than orthodoxy. The sensible conclusion is perhaps best stated by Guba and Lincoln (1981:56): "The choice between paradigms in any inquiry ought to be made on the basis of the best fit between the assumptions and postures of a paradigm and the phenomenon being studied."

It would have been possible to gain some information about the respondents' career changes and life changes using a quantitative methodology with survey questionnaires or highly structured interviews; however, to determine the extent of these changes and whether or not they were due to the peer-consulting experience, it was necessary to enter their world of subjective reality. This necessity was mandated because it would have been exceedingly difficult to propose a priori categories that accurately and completely covered the range of possible responses. To ensure the accumulation of information that was accurate and adequate enough to generate grounded theory, it was important to ask the respondents and allow response from their own perspective. This situation called into play the phenomenological and symbolic interactionist perspectives with the corollary that the naturalistic research paradigm, employing qualitative methodology, provided the best fit for the phenomenon being investigated in this study.

Phenomenological perspective. The naturalistic paradigm rests on the philosophical underpinnings of phenomonology. This philosophy holds that there are multiple ways by which humans interpret their experiences,

depending upon their social interactions, and it is the subjective meaning of these experiences that constitutes reality (Bogdan and Biklen, 1982:32; Wilson, 1977:249). Curtis (1978:xii) and Gurwitsch (1966:90) agreed on the following distinguishing features of the philosophy: a belief in the importance, and in a sense of primacy, of the subjective consciousness; an understanding of consciousness as active and bestowing meaning; and a claim that there are certain essential structures to consciousness of which we can gain knowledge by a particular type of reflection.

This researcher adopted the phenomenological mode by attempting to understand the meaning that the respondents attached to events and interactions in the given situation. Abrahamson (1983:250) termed this understanding as: "subjective understanding." It has its roots in the European phenomenological tradition of Husserl and Schutz and was characterized by Weber in the term "verstehen". Verstehen has been translated as: an interpretive understanding of another's subjective state of mind (Bogdan and Biklen, 1982:31; Abrahamson, 1983:250; Rist, 1977:44). Wilson (1977:250) concluded that it is not enough to know merely that feelings, thoughts, or actions exist; rather, it is necessary also to know the framework in which these behaviors occur.

Symbolic interactionist perspective. Entwined within the phenomenological perspective and basic to naturalistic inquiry is the concept of symbolic interaction. Denzin (1978b:7) noted the concept as resting on three basic

assumptions; first, social reality as it is sensed, known and understood is a product of social interaction whereby individuals produce their own definitions of situations; second, humans are capable of minded, self-reflexive behavior that shapes and guides their own behavior and that of others; third, in the process of taking their own standpoint and adapting it to the behavior of others, humans interact with one another. This interaction is emergent, negotiated and often unpredictable. It is symbolic because it involves the manipulation of symbols, words and meanings. Bogdan and Biklen (1982:33) summarized that: "human experience is mediated by interpretation ... objects, events, people and situations do not possess their own meaning; rather, meaning is conferred upon them." Meaning is defined through symbolic interaction.

The implication for this researcher is that he had to enter into the defining process in order to understand the respondent´s perspective. In-depth interviewing was employed for the researcher to enter into the subjective reality of the individuals under study. The basic source of research data lies in human interaction and is only obtainable through participation in the process. In congruence with this study´s procedures, Wilson (1977:247) emphasized that the participation must occur in a natural setting, since human behavior is significantly influenced by situational contingencies.

Underlying Assumptions

In any research project, the inquiry paradigm chosen depends upon the assumptions the researcher holds about reality, truth, and human interaction. Guba, writing alone and in concert with Lincoln, has produced a useful summary of salient paradigmatic assumptions pertaining to reality, inquirer-subject relationship, and the nature of truth (Guba, 1978; Guba, 1979; Guba and Lincoln, 1981; Guba and Lincoln, 1982). These assumptions, paraphrased in the following sections, are the basis upon which this research was conducted.

Assumptions about reality. For the naturalistic inquirer, there are multiple realities. These realities are like the layers of an onion lying within and complementing one another. Each layer presents a different view of reality and none can be considered more true than another. Eisner (1981:8) elaborated on this idea stating that: ". . . knowing is not simply a unidimensional phenomenon, but takes a variety of forms . . . ." Phenomena do not converge to form one single truth, but diverge into multiple truths. The layers cannot be understood in terms of dependent and independent variables; rather, they are inextricably related to form a pattern of truth. It is these patterns that must be sought out, less for the sake of prediction and control than for "verstehen" (Guba and Lincoln, 1981: Wilson, 1977; Abrahamson, 1983; Rist, 1977; Bogdan and Biklen, 1982). The object of this study was to seek out these patterns.

Assumptions about inquirer-subject relationship. The naturalist sees all phenomena as characterized by interactivity and although certain safeguards may reduce that interactivity, a large amount remains. Denzin (1978a:6) agreed with the latter statement in his discussion of subjectivism and objectivism relative to the naturalistic and scientific paradigms. It is seen as fruitless to think that interactivity can be completely removed; thus, the "wiser approach" (Guba and Lincoln, 1981:58) is to understand and take into account the influence of the interactivity. For this study, an important beginning was to determine the perceptions of the data gatherer and the effect of those perceptions on the developing information. Eisner (1981:8) concurred with this approach.

Assumptions about the nature of truth. Given their view of multiple realities and the complex subject-object interactivity, naturalistic inquirers "tend to eschew generalizations in favour of 'thick descriptions' (Geertz,1973) and 'working hypotheses' (Cronbach, 1975)" (Guba and Lincoln, 1981:58). One must have a great deal of information about both situations before one can apply descriptions and interpretations from one to another. The focus of the inquiry is often as much on differences as on similarities (Eisner, 1981:7). Naturalistic inquiry thus leads to the development of an ideographic knowledge base, that is, one focusing on the understanding of particular cases or events, in this instance, the effect of peer consulting on the lives of the consultants involved in the

study.

Derived Postures of the Paradigm

Guba and Lincoln stated that "the assumptions basic to the paradigms are barely visible in the day-to-day conduct of inquirers; rather, they reflect themselves in certain derivative elements" (1981:63). They continued, suggesting that each paradigm also has derived postures that cannot be deduced from or justified by the underlying assumptions. The following section includes some naturalistic postures as indicated by Guba and Lincoln (1981:63-75 and 1982:244-246). The postures selected are those relevant to this research.

Source of theory. Adherents of the naturalistic paradigm derive their theory from the real world of data as they collect it. This inductive approach generates theory as the research progresses. Glaser and Strauss (1978:53-57) labeled this product "grounded theory", stating that it requires the intense study of much data. They conclude, however, that grounded theory is worth the time and focus needed to generate it. Within the bounds of its limitations, the purpose of this study was to generate grounded theory about the effect of peer consulting on the lives of the consultants.

Traditional scientific inquirers in the socio-behavioral realm use a deductive approach, verifying hypotheses based on a priori theory. This theory is usually generated by experts using "mental experiments" (Guba and Lincoln, 1981:68), based on their general observations of

phenomena. Guba and Lincoln (1981:68), Eisner (1981:9), and Smith (1974:18) argued very strongly in favor of grounded theory in the social sciences. In keeping with this argument, the naturalistic paradigm was chosen for this research.

Questions of causality. Inquiry is often focused in the direction of determining cause and effect relationships. It matters not whether one is interested in prediction and control or "verstehen", cause and effect relations remain important. However, inquirers using one or the other of the paradigms deal with causality in different ways. (Denzin 1978a:25; Eisner, 1981:6).

Adopting a naturalistic inquiry approach, this researcher was interested in the question of whether one phenomenon, peer consulting, caused another in a natural setting. The key phrase is, of course, the "natural setting." The nature of this study was such that the "effect" in the causal relationship was unknown until the completion of data analysis.

Knowledge types used. Guba and Lincoln (1981) cited Polanyi (1966) as having drawn the distinction between propositional and tacit knowledge. Propositional knowledge is that which can be stated in language form, and tacit knowledge is composed of intuitions, apprehensions, or feelings that cannot be easily stated in words but are nevertheless sensed by the subject.

Naturalistic inquiry permits and encourages tacit knowledge to come into play. It contributes to grounded

theory and improves communication with the information sources in their own context. The scientific paradigm, relying solely on propositional knowledge, would have been inappropriate for this research where deeper subjective insights were desired.

Stance. Wolf and Tymitz (1977) concurred with Guba and Lincoln (1981) that naturalistic inquirers embrace an expansionist stance while the scientific inquirers embrace a reductionist stance.

Adherents of expansionism seek a viewpoint that will lead to the description and understanding of phenomena as a whole. They enter the field and build outward from the entry point, each additional inquiry step is based on the sum of the insights from previous steps. Glaser and Strauss (1978:54) stated that grounded theory cannot be derived without this approach. The design of this study was based on the expansionist stance.

Methodological Implications

The epistemological bases, assumptions, and postures of the naturalistic paradigm yield the qualitative methodology which has some specific characteristics relevant to this study. This presentation of methodological implications is based primarily on the work of Guba (1979;1981) and Guba and Lincoln (1981;1982), with support from other sources.

Instrumentation. The naturalist prefers the human being as an instrument for data gathering. Insightfulness, flexibility, responsiveness, ability to utilize tacit

knowledge, and ability to process and attach meaning to data simultaneously with their acquisition, are all human qualities that contribute to the holistic emphasis they can provide. Denzin (1978a:7) contributed that the inquirer is to be "placed squarely in the center of the research act." The nature of the information required for this research demanded that the researcher himself elicit the desired responses from the respondents.

Specification of rules. The timing of the specification of rules for data collection and analysis is different for qualitative and quantitative methodologies. Whereas the scientific inquirer specifies everything in advance of the research, the naturalist does not have this option. In this research it was necessary to unitize and categorize the raw data after they were collected. Guba and Lincoln (1981:73) argued that although the subjectivity of the process has been accused of making the results suspect, "steps can be taken to be sure that rules are unambiguously stated and systematically and uniformly applied ... and these techniques have the advantage that they can build on emergent insights."

Design. As was the case in this study, the naturalistic researcher can only produce an incomplete design specification in advance. To specify in detail would place constraints that are antithetical to the stance and purpose of naturalistic inquiry. Bogdan and Biklen (1982:56) concurred stating that "design decisions are made throughout the study - at the end as well as the beginning."

Setting. The scientist usually performs his or her work in a very controlled, laboratory type of situation. The naturalist, on the other hand, performs his or her work in the natural setting (Filstead, 1970:4; Denzin, 1978a:9). In this study it was appropriate to seek out the respondents in their own natural setting and interview them there. To do it any other way might have ruined the naturalness of their responses.

Analytical units. A variable or a system of variables constitutes the analytical unit of empirical science. Conversely, for the naturalistic inquirer it is necessary to seek out the complex patternings observed in nature. Bogdan and Biklen (1982:145) embellished the point:

> Analysis involves working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others.

Contextual elements. The object of scientific inquiry is to control all extraneous elements that might distract attention from or influence outcomes about the phenomena under investigation. Naturalistic inquirers seek the opposite position in that they welcome interference because it is a part of the real world context. Wilson (1977:260) called this process "the seeking of negative evidence" and deemed it fundamental to the development of grounded theory, which in this case was the objective of the study.

Naturalistic Inquiry Summarized

The purpose of this section is to draw together these attributes of naturalistic inquiry that are appropriate to this study. The information included is based on that presented in the preceding sections.

Guba (1978:3) stated that naturalistic inquiry is an alternative mode of inquiry differing from other modes by its relative position along two dimensions: (1) the degree of manipulation of conditions antecedent to the inquiry, and (2) the degree of constraint imposed on outputs by subjects involved in the inquiry. In this study there was no manipulation of antecedent conditions and minimal constraint on the respondents' outputs. That is, there were no a priori categories defined and the respondents' responses were limited only by the delimitation of the study.

Wolf and Tymitz (1977:7) captured the requirements of this research in their definition of the naturalistic study:

> one aimed at understanding actualities, social realities, and human perceptions that exist untainted by the obtrusiveness of formal measurement or preconceived questions . . . a process geared to the uncovering of many idiosyncratic but nonetheless important stories told by real people, about real events, in real and natural ways.

Bogdan and Biklen (1982:2) concurred, giving the following properties of naturalistic research:

> The data collected has been termed soft, that is rich in description of people, places, and conversations, and not easily handled by statistical procedures. Research questions are not framed by operationalizing variables; rather, they are formulated to investigate in all their complexity, in context.

They continued, stating that while naturalistic inquirers may develop a focus as they collect data, they do not approach the study with specific questions to answer or hypotheses to test. This again concurs with the rationale of this study where the main concern was to understand behavior from each subject's frame of reference. In describing the concept of naturalistic inquiry Bogdan and Biklen (1982:27) use the phrase "qualitative research" which Guba and Lincoln (1982:233) reveal as the methodology of naturalistic inquiry. Bogdan and Biklen (1982:27-30) list the following characteristics, all of which pertain to this study: (1) Qualitative research has the natural setting as a direct source of data and the researcher is the key instrument. (2) Qualitative research is descriptive, with the collected data in the form of words or pictures instead of numbers. (3) Qualitative researchers are concerned with process rather than simply with outcomes or products: How people negotiate meaning, how terms or labels come to be applied, how certain notions come to be taken as common sense, and what the natural history of the phenomenon under study is. (4) Qualitative researchers tend to analyze their data inductively, not seeking evidence to prove or disprove hypotheses held before beginning inquiry. (5) "Meaning" is of essential concern to the qualitative approach. Researchers who use this approach are interested in the ways different people make sense of their lives.

Guba (1978:6-7) cited the Willems and Raush (1969) definition (a synthesis of eclectic sources) as being the

most encompassing description of naturalistic inquiry. They found six converging descriptors, all of which pertain to the procedures used in this study:

1. Naturalistic inquiry (N/I) is always a matter of degree. It can be characterized as a function of the degree of manipulation of stimulus and response modes. N/I cannot be pure in the sense of being absolutely free of constraints placed on either antecedents or responses; initial efforts by an investigator to discover the meaning of what he has observed will cause him to propose certain categories in which to assimilate and account for the noted responses. These categories lead him further into a verification mode, so that on subsequent observation he is more likely to select situations that elicit the response categories of interest. Most likely, the investigator will cycle through a series of observations that are, alternately, directed at discovery and then at verification.

2. The degree to which a study is naturalistic is a function of what the investigator does. Naturalistic inquiry is not determined by the nature of the subjects or the situation, but by the particular methodology the researcher chooses. Nevertheless, as experienced in this study, the choice of methodology is influenced by the nature of the information being sought.

3. What the investigator does in relation to stimuli, independent variables, or antecedent conditions is one crucial dimension. Manipulation of any element prior to observation is sufficient reason to regard a study as not

naturalistic.

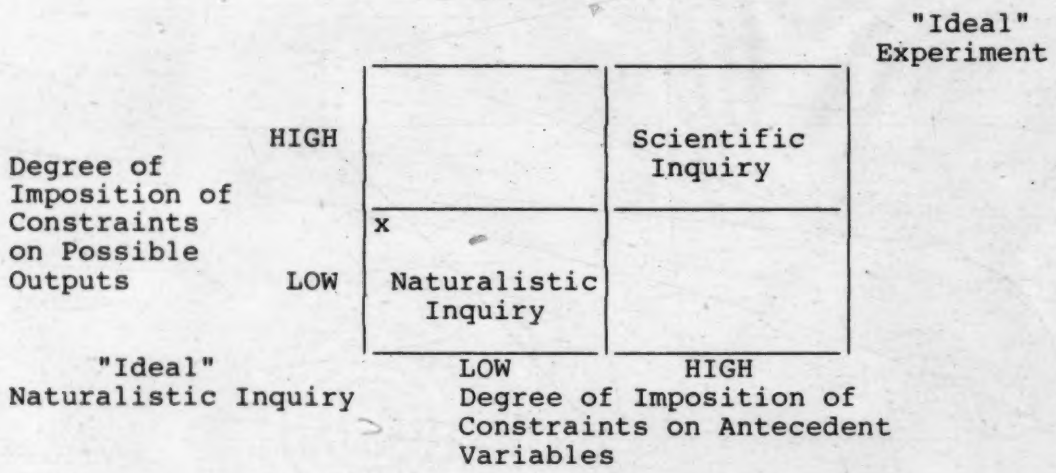
4. What the investigator does in restricting the response range or domain of the subjects output is a secondary dimension; although, manipulation of output possibilities does detract from the naturalistic nature of a study. In the case of this study, it was necessary to focus the respondent's outputs on their experience as peer consultants.

5. Researchers may approach a phenomenon as if for the first time, with minimal determination by prior theoretical categories. The investigator is not obliged to have formed certain conceptions or theories prior to his work; rather, he can approach it with a pristine mind and allow his interpretations to emanate from and be influenced by real events, rather than the reverse.

6. The term "naturalistic" is to be taken as a modifier of "research", "method", or "inquiry" but not of a particular phenomenon. No one event, situation, or phenomenon is more natural than another; rather it is the approach to investigating it that is natural.

Perhaps the best summary of the data defining naturalistic inquiry is the graphic illustration devised by Guba (1978). This quadrant matrix graph, based on the Willems and Raush (1969) data is reproduced in Figure 1, with the "x" marking the approximate classification of this research project - low in restraints on antecedent variables and respondent outputs.

Figure 1: Representation of the Domain of Inquiry



Conclusion

Opponents of naturalistic inquiry have termed it as unstructured, undisciplined, unsystematic, sloppy, lacking in rigor and messy, as well as using many other equally derogatory descriptions (Wolf and Tymitz, 1977:7; Eisner, 1981:5 and 1977:71; Guba and Lincoln, 1981:85). Wolf and Tymitz (1977:7) summarized the response of naturalistic inquirers "... let it suffice to say that such thoughts are unfair, inaccurate and simplistic ... natural inquiry is no less rigorous than traditional experimental research, it is simply different." Perrow (1982:686) concluded that "our world is more 'loosely coupled' than our rationalistic theories would ever allow" and continued, stating that the scientific paradigm does not hold all the answers.

In this research, the objectives, nature of the problem, and nature of the required data clearly presented a

scenario that best fit the epistemological bases, assumptions, and postures of the naturalistic paradigm.

CHAPTER III

METHODOLOGY AND PROCEDURES

This chapter contains a description of the specific procedures followed in this study. The appropriate methodological principles and their resulting procedures are described using references from authoritative sources. This information is then applied to the situational context of the study. The following sections include a discussion of the research design, data collection procedures, data analysis procedures, and the procedures used to ensure methodological rigor.

RESEARCH DESIGN

Because it was necessary to assess a number of individual respondents in different locations at different times, the chosen design falls into the "multi-site study" (Bogdan and Biklen, 1982:65) classification. This nomenclature was derived to delineate multiple site and multiple respondent studies from the case study which focuses on one subject, or one single setting, or one particular event or situation. The multi-site study is usually oriented more towards the generation of theory and, although the breadth of this study imposes some limitations in this area, it is an exploratory step towards theory

generation.

Modified Analytic Induction

The procedure of analytic induction is used when some specific problem, question or issue becomes the focus of research (Bogdan and Biklen, 1982:65). Turner (1978:151-153) found that the original concepts underlying analytic induction were formulated by Znaniecki (1934), Lindesmith (1947) and Cressey (1950). The procedures involve following respondents or events through time, attempting to generate propositions that cover every case analyzed (Denzin, 1978b:27; Turner, 1978:156). Denzin (1978b:27) added that the researcher seeks out "negative cases" that do not fit the emerging propositions. Bogdan and Biklen (1982:66) stated that open-ended interviewing is the preferred data collection procedure. The actual analytic induction design mandates longitudinal work involving many respondents.

This research was conducted using a modified version of the analytic induction approach because neither time nor funding were available to permit use of the original procedure. The first respondent was interviewed to determine what personal effect had been generated by his or her experience as a peer consultant Resource Teacher. These data were synthesized to form a loose descriptive theory. After each subsequent respondent was interviewed, the emerging theory was modified to encompass data gathered in

the latter case. This procedure was followed until all respondents had been interviewed and an emergent theory was developed, encompassing all cases assessed.

Sample

A purposive sample of five former Resource Teachers was selected mainly on the basis of availability and willingness to participate. However, the concept of "theoretical purposive sampling" (LeCompte and Goetz, 1982:38; Guba, 1981:86) was also adhered to; that is, individuals who did not appear to fit the emerging theoretical patterns were sought out. Bogdan and Biklen (1982:66) termed this process as the seeking out of "negative" cases. This procedure was intended to maximize the range of information collected and to provide the most stringent conditions for theory grounding.

DATA COLLECTION

In accordance with the tenets of qualitative methodology and the modified analytic induction design of this study, the primary device employed for data collection was the in-depth interview. The author served as the interviewer. In the interest of triangulation, an open-ended questionnaire was also administered to the respondents.

In-Depth Interview

Bogdan and Biklen (1982:2) cited the original sources of the varying synonyms for the in-depth interview:

> ... sometimes termed 'unstructured' (Maccoby and Maccoby, 1954), or 'open-ended' (Jahoda, Deutsch, and Cook, 1951), 'non-directive' (Meltzer and Petras, 1970), or 'flexibly structured' (Whyte, 1979).

Although we are dealing with semantics, Whyte (1982:11) found fault with some of these descriptors, stating that the interview is indeed "structured in terms of the research problem," as in the case of this study. He went on to state that the interview structure is not fixed by predetermined questions, as in the questionnaire, but is designed to provide the informant with freedom to introduce materials that were not anticipated by the interviewer. The open-ended nature of the approach allows the respondents to answer from their own frame of reference rather than from one structured by prearranged questions. Bogdan and Biklen (1982:2) and Denzin (1978b:117) agreed that loosely structured interview guides may be employed by the researcher, who in this case was also the interviewer. Abrahamson (1983:334) stated that there must be a question or questions that orient the respondent to the topic.

The in-depth interview employed in this study was a semi-structured variety utilizing the following loosely structured guides:

1. How did your experience as a peer consultant Resource Teacher in the Social Studies In-Service Project affect you?

2. How has that effect manifested itself in you presently in terms of your educational career?

3. How has that effect manifested itself in you presently in terms of your personal outlook and behavior?

As Trow (1970:146) stated in his discourse on the interview:

> The amount of information people can tell us quite simply and reliably, about their past experience is very great; and it is only in light of that information . . . that we can frequently understand their behaviors in the 'here and now'.

The interviewer's major task is to get the respondents to freely express their thoughts about the topic central to the research (Bogdan and Biklen, 1982:2; Denzin, 1978b:117; Becker and Geer, 1970:136; Guba and Lincoln, 1981:157). This task involves some procedures and techniques that can help enhance the outcomes. The following principles were adhered to by the researcher in this study.

There is wide agreement that good interviews are ones in which the subjects are at ease and talk freely about their points of view (Denzin, 1978b; Bogdan and Biklen, 1982; Guba and Lincoln, 1981; Cole, 1976; Whyte, 1982). These interviews produce rich data filled with words that reveal the respondents' perspectives and thus the transcripts are filled with details and examples (Bogdan and Biklen, 1982:136). In order to achieve such results, a climate of openness and trust must be established between the researcher and the respondent. Guba and Lincoln (1981:172) advised that the researcher make contact with the prospective respondents personally in a courteous manner.

This responsibility should not be delegated to secretaries or aides. In the interest of ethics, the purpose of the research and the content of the interview should be explained to the prospective respondents.

After access has been gained and one is faced with the task of the actual interview, special care must be taken to ensure successful data gathering. Whyte (1982:111) revealed that "like the therapist, the research interviewer listens more than he talks, and listens with a sympathetic and lively interest." Abrahamson (1983:334) suggested that after the respondent has eased into the discussion, "the interviewer's task is to provide the respondent with what Carl Rogers has termed a 'verbal mirror'." This process, fundamental to Rogerian therapeutic assessment theory, entails the careful, clear, and concise paraphrasing of what the respondent has said without implying evaluative judgement. In addition to occasional paraphrasing for clarification purposes, the interviewer must encourage the respondent to continue in a free and relaxed manner. Bogdan and Biklen (1982) and Whyte (1982) concurred that the interviewer should use phrases like: "uh-huh", "yes", "interesting" and body language like the nod of the head, facial expressions, and hand motions to encourage the free and relaxed responses.

The interviewer must restrain his or her natural tendencies to interrupt, to contribute one's own opinions and to disagree or argue. Whyte (1982:111) concluded that there may be occasions where a respondent has meandered

beyond the boundings of the study and some gentle redirection is necessary; however, this should be done gracefully and carefully so as not to dampen the respondent´s enthusiasm. Abrahamson (1983:335) contributed that the interviewer must be prepared to accommodate periods of silence without contributing or urging. The conversational pace of many people, especially when they are thoughtful, is punctuated by pauses of up to about twenty seconds (Abrahamson, 1983:335). If an interviewer ignores this advice, the resulting interruptions negatively influence the natural outcomes of the respondents´ contributions. Rushing a respondent can also create within them anxiety or discomfort that again ruins the natural outcomes. An overlying theme must be remembered: the purpose of the interview is to find out what is on the respondents´ minds, not to put things in their minds.

Bogdan and Biklen (1982:136) contributed that the interviewer should avoid questions that can be answered "yes" or "no" when guiding the interview´s course. Particulars and details will come from probing questions that require an explanation. However, this guiding must not threaten the purity of the respondent´s natural response. Bogdan and Biklen (1982:137) provided the following summary of important aspects involved in successful interviewing:

> There are no rules we can give you that constantly apply across all interview situations, but a few general statements can be made. Most important is the need to listen carefully. Listen to what people say. Treat every word as having the potential of unlocking the mystery of the subject´s way of viewing the world. If at first

> you do not understand what the respondent is getting at, ask for clarification. Question, not to challenge, but to make clear. If you can not understand, assume that you are at fault. Assume the problem is not that the subject does not make sense, but that you have not been able to comprehend. Return and listen and think some more. It requires flexibility. Try different techniques, including jokes or sometimes gentle challenges. Sometimes you might ask them to elaborate with stories, sometimes you might share your experiences with them.

Guba and Lincoln (1981:147) suggested that a good naturalistic inquirer should be sensitive - open to a wide variety of stimuli and completely aware that the variety exists, be a problem finder and a pattern creator, be a constructor of realities, be trustworthy, be able to engage in bias free observation, and be patient and self controlled enough to listen rather than intervene.

The preceding procedures were followed in conducting the interviews for this study. Permission was secured from each respondent to tape the interviews. Assurances were given that any private information would remain confidential, names would not be attached to any information, and the general purpose of the collected data was to generate a theoretical perspective on how the experience of peer consulting affects the lives of consultants. Each respondent signed a release form (Appendix A) indicating his or her consent to participate in the study under the above mentioned conditions. The tapes were transcribed to provide an easier means of data analysis away from the field.

Open-Ended Questionnaire

Bogdan and Biklen (1982:97-98) suggested that qualitative researchers sometimes ask people to write information for them. They added that "an advantage of soliciting compositions is that the researcher can have some hand in directing the authors' focus and thereby get a number of people to write on a single event or topic." This statement is very appropriate for this study where it was necessary to assess the respondents' experiences of a single event - their service as peer consultants. The primary purpose of the open-ended questionnaire was to act as a triangulation device in this study. A detailed discussion of the rationale for the questionnaire exists in the section on methodological rigor at the end of this chapter.

As in the case of the in-depth interview, this open-ended questionnaire (Appendix B) was structured only by the delimitation of the study - the effect of the peer consultants' experiences on themselves. It was designed to allow the respondents freedom to introduce materials unanticipated by the researcher and to allow them to answer from their own frame of reference. The same loosely structured guide questions were employed as in the in-depth interview:

1. How did your experience as a peer consultant Resource Teacher in the Social Studies In-Service Project affect you?
2. How has that effect manifested itself in you presently in terms of your educational career?

3. How has that effect manifested itself in you presently in terms of your personal outlook and behavior?

The questionnaire was administered to the respondents from one to three weeks after the main interview.

DATA ANALYSIS

Data analysis is the process of systematically searching and arranging the interview transcripts and other accumulated data to increase one's own understanding of them and to enable one to present his discoveries to others (Bogdan and Biklen, 1982:146). Schatzman and Strauss (1973:145) added that a set of strategies and implementing tactics are required. The analysis involves working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what one will tell others (Bogdan and Biklen, 1982:146).

In the early stages of this study a high percentage of time was spent data gathering with a small percentage devoted to analysis; in the latter stages of the study this trend was reversed with the bulk of the time spent in analysis. The research design presented a situation whereby the inquiry began with questions of a broad scope and proceeded through a "conceptual funnel" - working with data all the while, ever trying to more fully understand what the data meant - making decisions as to how to check and how to

verify as the investigation unfolded (Owens, 1982:11). The ultimate aim of the analysis was to construct a grounded theory encompassing all the respondents assessed.

Guba and Lincoln (1981:91) stated that "focusing problems" emerge from the analysis, categorization, and interpretations of the respondents' outputs. Since the respondents' outputs were not specifically defined before the inquiry began, focuses had to be established by analyzing, categorizing, and interpreting the data after they came in. There are two identifiable sub-categories of the focusing dilemma: problems of convergence and problems of divergence.

Convergence Strategies

Convergence strategies are procedures followed to derive units or categories within which the data will be classified and interpreted. Bogdan and Biklen (1982:156) called these units "coding categories." The categories are based on themes that emerge from the data during analysis; thus, in this research they are called thematic categories. The convergence strategies employed in this study, based on Bogdan and Biklen (1982:155-170) and Guba and Lincoln (1981:91-97), are described as follows.

As the data analysis progressed, recurring themes or regularities were sought out. The utility of the categories was checked by evaluating the homogeneity among items within, and the heterogeneity between the categories themselves. Differences among the categories were designed

to be bold and clear. This was constantly checked by assessing the amount of unassignable data; which, if in abundance, would have indicated faulty categories. The development of the category system was not accomplished in one step; rather, early accumulations of data gave rise to initial categories which evolved and changed as the study progressed.

The completeness of the set of categories was assessed by the following criteria: a minimum of unassignable data in existence, relative freedom from ambiguity of classification, consistency when viewed internally, revealing a synthesized whole when viewed externally, and the relative inclusiveness of the existing data.

Divergence Strategies

Once a researcher has identified a preliminary set of categories, it is necessary to "flesh them out" (Guba and Lincoln, 1981:97). Although much of this was accomplished during the convergence strategies with the data assigned to categories naturally "fleshing them out", it was necessary to reestablish contact with the respondents after the initial interview to gain more information. Guba and Lincoln (1981:98) called this process "extending"; that is, seeking out more information that builds on known items. This process occurred after the initial categories were established, helping to clarify ambiguities and making the categories more complete.

Specifically, this process of analysis and synthesis

was accomplished by placing category code numbers opposite the appropriate transcript and questionnaire quotes. These individual quotations were then grouped and further analyzed to determine how well they fit into the given categories. The grouping was accomplished using a technique described by Bogdan and Biklen (1982:166) whereby photocopies of the transcribed data were cut up, the appropriate items being placed in folders for their respective category. In this manner, it was easier to move data items from category to category while assessing the proper arrangements. Also, it was easier to assess the homogeneity of the data within the categories using this method.

The names of the thematic categories were derived by this researcher, based on their conceptual content.

METHODOLOGICAL RIGOR

Guba and Lincoln (1981:246) proposed the following naturalistic analogues for the traditional rigor criteria: credibility for internal validity; transferability for external validity; dependability for reliability; and confirmability for objectivity. This section is designed to relate the procedures followed to ensure methodological rigor in the above-mentioned areas.

Credibility

In concurrence with Owens (1982:11), the research

strategy in this study followed a rather broad-scale exploration at the outset, simultaneously accompanied by checking for accuracy, seeking verification, testing, probing and confirming as the data collection proceeded.

Owens (1982:15) also suggested the use of "peer debriefing or consultation" which allows the inquirer to "disengage from the setting and discuss the progress of the work and the nature of the experience with qualified peers who are interested." There were five colleagues of this researcher who were engaged in similar research. These people were consulted regularly and a sharing of ideas, literature sources on methodological problems, fears, doubts and successes took place; in fact, this meeting became a regular occurrence, valuable to all involved. As LeCompte and Goetz (1982:42) and Guba and Lincoln (1981:247) agreed, this procedure allowed the researcher to receive advice about methodological steps in the emergent design and to relieve anxieties and stresses that might otherwise have adversely affected the inquiry.

Triangulation, a process whereby a variety of data sources, different perspectives or theories, and different methods are pitted against one another, was also used to cross-check data and interpretations. In compliance with Denzin (1978b:292), who advocated the use of multiple data gathering approaches, an open-ended questionnaire was employed in addition to the in-depth interview. The questionnaires were distributed to the respondents one to three weeks after the main interview and proved to be useful

devices in cross-checking the data.

Although there were no existing literature sources with which to cross-check findings on the long term effect of peer consulting, data received on the initial effects were cross-checked with the research done by MacKay and Doherty (1982). This proved to be a valuable source of triangulation - the findings of this research concurring with MacKay and Doherty. The findings also seemed to fit well with some existing theories as described in Chapter V.

Efforts were also made to utilize a form of triangulation described by LeCompte and Goetz (1982:41) whereby "inter-rater or inter-observer reliability" was checked. This proved to be difficult since the respondents' outputs tended to be very phenomenological, such that other observers could not verify or dispute them. In the few cases where some actual observeable behaviors were reported, the supervisors questioned felt that they did not have sufficient information to make judgements. In fact, many of the respondents had not been observed in their classrooms in many years.

Owens (1982) and Guba and Lincoln (1982) agreed on the "collection of referential adequacy materials" (Guba, 1981:85) to test interpretations made from other analyzed data. This process was adhered to in the study by keeping an "audit booklet" in which all transcriptions, notes, questionnaire responses, and tapes were kept. These materials can be used by the inquirer or an external auditor to verify structural corroboration. Guba and Lincoln

(1982:247) labelled this process the leaving of an "audit trail."

The last procedure to ensure credibility in the study was the use of "member checks" (Guba and Lincoln, 1982:247). Throughout the study, data and interpretations were cross-checked with the respondents.

Transferability

Although the intent of this research was not to generalize findings to a larger population, a method was employed that, with more respondents, could have made this possible. This procedure is called "theoretical purposive sampling" (Guba, 1981:86; LeCompte and Goetz, 1982:38) and consists of sampling to maximize the range of information collected and to provide the most stringent conditions for theory grounding. Bogdan and Biklen (1982:66) added that the inquirer seeks out "negative cases", ones that do not seem to fit the emerging model. The respondents chosen for this research were deliberately selected because of the seeming different situations and conditions in which they were involved. This selection was based on the logic that their present state would probably be reflective of their past experience.

Dependability

The reliability of this study was enhanced by the use of "overlap methods" (Guba, 1981:86) and the previously mentioned "audit trail" (Guba and Lincoln, 1982:247).

Denzin (1978b) concurred that "overlap methods", the use of two or more data collection procedures, enhanced the reliability factor as well as validity. The "dependability audit" (Owens, 1982:13) involves the leaving of an audit trail so that an external auditor can assess the results. This concept is similar to that of content validity, where an expert's opinion is utilized.

Confirmability

Although triangulation and the previously mentioned audit trail also support confirmability, there is a third important step that was followed in this study. This is "practicing reflexivity" - the uncovering of the researcher's own underlying epistemological assumptions, reasons for formulating the study in a particular way, and implicit biases or prejudices about the context or problem (Guba and Lincoln, 1982:248). As Guba (1981:87) encouraged, this researcher kept a "reflexive journal" during the field work. This journal included all of the impressions, feelings, and thoughts experienced during the field work.

A thorough review of the epistemological bases of social science research also allowed this researcher to see where his own underlying beliefs and assumptions were with respect to the study. Also great care was taken not to allow inherent and a priori predictive hypotheses about the study to influence data gathering. Theoretical purposive sampling forced this researcher away from only those cases fitting the thoughts, hunches, and hypotheses held before

the research.

CHAPTER IV

THEMATIC CATEGORIZATION OF DATA

INTRODUCTION

The purpose of this chapter is to present the thematic categories that emerged from the data analysis. The development of the main themes involved three steps: one, the building of themes from data analyzed on each respondent individually (Appendix C); two, the combination of themes from all respondents (Appendix D); and three, the building of final main themes subsuming all initial themes (Appendix E).

The intent of this study was to investigate how the experience of peer consulting has affected the professional and personal lives of the respondents. The focus questions guiding the data gathering produced information on how the peer consulting experience affected the respondents and on how that effect has manifested itself presently in terms of their educational career, their personal outlook, and their behavior. All of the above information is included in each separate category, relative to its respective theme.

The text of each thematic category is composed of brief explanations by this researcher with the remainder being "fleshed out" by excerpts from the transcripts and questionnaires. Quotations by different respondents on the same topic are separated by additional space.

In the order of their presentation in this chapter, the categories are: broadening personal perspectives; fulfilling psychological needs; increasing self-confidence; improving classroom teaching; becoming resident expert; maintaining positive contacts; and reinforcing existing orientations. These themes are further classified as being either general or specific.

GENERAL THEMES

The three initial thematic categories, more general than the others, are presented in hierarchical order. This order reflects the frequency of their occurrence in the respondents' statements with the first being most predominant. These themes appeared to be interrelated and interdependent; nevertheless, each of them displayed an internal homogeneity and, when viewed in juxtaposition to one another, an external discreteness.

Category One: Broadening Personal Perspectives

The most commonly recurring theme throughout the analyses was a broadened personal perspective. This theme also contained the sub-focuses of curriculum, resources and methodology; and teacher qualities.

General broadening. The following excerpts perhaps best illustrate the meaning of the theme:

> It sort of opened my eyes, for instance, to the field of education, other than having viewed as a teacher in a classroom. I didn't realize for instance, what the Department of Education was all about. I still sometimes wonder in some aspects, but I don't think I really appreciated how many people were there doing all these different jobs.

> I learned so much. I sat before the Board at the end of the year and they said 'What do you think you've learned from this?' and I said: 'I've packed ten years into one. I've worked with the teachers across all grade levels, it's been fantastic, I've worked as a consultant and I always wanted to do that' and I said: ' 'I also got to teach other grades'.

> I felt, I think personally, that I learned from seeing other teachers operating. I know personally that I was fairly isolated in the classroom, and for that matter, not particularly anxious to relate to others . . . the first thing I discovered was that this was a general rule, and the second thing I discovered was that once you had started mixing, it was pretty healthy and problem sorts of situations could be worked out.

> In my travels, one of the things that I did find out was that we're sure a lot better off in the city than in the county.

> First of all it opened my eyes to other career possibilities.

> It opened my eyes, eh, and I've heard people say: 'well they are different.' Well I didn't believe how different the jurisdictions were.

> It does garner you overall, an experience that you cannot buy. It is compacted into a very short time frame and I think it is a marvelous experience.

Besides the overall increasing of experience and awareness, this general broadening of personal perspectives yielded some lasting effects on the respondents' lives.

> If you are going to be a work-horse, there are certain people who will milk you dry you know, in that way you sort of have to be careful and you do learn through experiences like this that you should get in writing certain things, if you expect certain things out of it.

> But I had always had this concept in my head - that systems are really detrimental to the best functioning of individual people - individual people have good ideas but the system holds them back. And I think I can see now that instead of taking that negative approach, what I do instead is say 'the system exists - now what kind of things can we pull out of it and use to our advantage?' So it's quite a shift - I tend to be more positive.

> I suppose partly because of that project and the colleague I was conducting it with . . . I signed up for my course and as a result I am now finishing my Master's degree and presumably leaving fulltime teaching for life. So I would say that is a dramatic change.

> Whatever effects its had on me in terms of teaching me how to give assistance, my new job will involve these things.

> I feel my personal outlook and behavior have been broadened, become more 'solid' (secure) and cohesive; that is, outlook and behavior more consistent with each other, less role playing.

Curriculum, resources and methodology. More specifically, the respondents indicated a broadening of perspective and awareness about the social studies curriculum, the resources available, and particular methodologies for teaching it.

The other thing, I guess, that would be a positive experience was that I certainly got a general overall view of the social studies program.

And when I decided to take the Resource Teacher job, I knew I had to act with some integrity and accept the job as it entailed. So what I did was sit down and read through all the curriculums of social studies from grade one to twelve right off the bat to figure out what the existing thing was about - then I read all the new garbage that they gave us on how it was changing and so on and I thought, well this sounds like a good idea, it sounds like it fits in with what I've been trying to do in fact. So that was the seed that assisted in the whole change and by the end of the period of consulting I had really started to take a look at curriculum in other areas and I decided, right, there is something there. Curriculum is different than textbooks - curriculum has an outline, it has by and large attempted to address not only the developmental way that kids proceed but also a relevant need that maybe kids might feel.

I was involved with social studies the first time they changed the curriculum and I was reluctant to change . . . so this time I became involved in the change and I saw things in a different light. I guess that is another way it affects you, in that it not only broadens your perspectives on other teachers or other people but it also makes you a little more ready to make changes yourself once you realize that changes are very healthy and you were inolved with it and it didn't hurt you, so when it changes again it isn't going to hurt either.

I think it made me much more aware of the different resources that were available, that you would bring in and use - this type of thing.

It gave me a better grasp of how to approach the topics and how to put it together. It also allowed me to watch a number of other teachers in action which caused me to learn certain things about different teaching styles and ways of doing things.

Teacher qualities. The awareness of other teachers, how they operated in their classrooms, and how they responded to the In-Service Project also had an impact on the Resource Teachers.

> I was very impressed by the dedication of people . . . I had always thought that primary teachers were the most hard working people I had ever met.

> The first thing that comes to mind is how impressed I was with the quality of teaching that went on at elementary in our jurisdiction. So that also helped to get rid of some of my negative attitude about how crumby the system was. We had some fantastic teachers that were doing terrific things already. They gave me lots of ideas, I sometimes thought, more than I gave them.

> Some people would say 'hey this is good, I'm going to try this' and of course that is a very positive experience.

Some of the broadened awareness left the Resource Teachers with a less than positive feeling. For some, this simply confirmed their belief about people but for others it opened new perspectives.

> It certainly broadened my horizons with respect to teachers . . . it was just really enlightening to realize that various people are pretty set in their ways and that all the king's men and all the king's horses weren't going to change some of the ideas those people had . . . it broadened my perspective considerably and I don't go through life assuming that all teachers are tuned right in to the 1980's.

> You knew that they would go back tomorrow and they would do exactly the same thing as they had been doing - there would be no change, and three years down the road there would be no change.

> I don't think they have changed probably one iota, as a result of the in-service. So I would say that was one sort of negative thing.
>
> It's a frustrating situation, just like the classroom - little Johnny doesn't do his homework - so you talk to little Johnny and tomorrow he hasn't got it done either.
>
> There were a few teachers who did not, in any way, shape or form, understand the underlying theory. They did not know what I was talking about and at the end of all my in-servicing . . . they just used the new activities and concepts in their same old way. So there were some disappointments for sure.
>
> I would imagine the greatest effect on my personal outlook and behavior has been that I tend to look more critically at what my colleagues do and how they teach. This involves areas other than the social studies as well. Also, with students transferring in from other schools and jurisdictions, at times it is almost maddening to see how other people are not doing justice to the various courses - let alone the method of teaching the course. This critical look at others, their teaching loads and so on, is almost depressing at times.

Category Two: Fulfilling Psychological Needs

Maslow's hierarchy of human needs is subdivided into physical and psychological categories. The psychological needs are often referred to as higher level needs. The fulfilment of these higher level needs - self-actualization, self-esteem, and social - proved to be the second most predominant theme emerging on how the Resource Teachers' lives were affected by their peer consulting experience.

Self-actualization. The peer consulting experience seems to have met the respondents' needs for inner reward,

self-fulfilment and variety.

> If you have presented something to your peers and it has really gone well - you know it has gone well and they say so - it makes you feel like Gretzky does when he scores a goal. This guy scores enough goals that one more may not be much of a thrill, but it always is. I think that's about the same thing; if you've had many successes, why would one more really make that much difference, but it does. We like to be successes, we all like to be told we've done a good job, and it's particularly gratifying when it comes from your peers.

When asked about positive feedback from superiors, the same respondent added: "Peers, superiors, a pat on the back is a pat on the back". Another respondent contributed more:

> But what I loved was by the end of the full day, hearing 'Gee I'm glad I came today, I got a lot of things I can use tomorrow.' And that was the best thing, the whole attitude changed and so when they came back for the second day, they wanted to come.
>
> It gave me a sense of satisfaction.
>
> I felt extremely challenged, useful to so many, and proud. The feeling of pride came after doing the first couple of workshops, both of which generated very positive feedback, and grew thoughout the year - it became a warm glow associated with doing a job well. All in all it was a growth experience.

Another respondent related an experience of having presented the rationale for the new curriculum to a school board and a Kiwanis club:

> They had a lot of questions and really went away quite impressed . . . they were really appreciative and a lot of fine things were said as a result of it. They gave a little certificate of thanks for coming to the Kiwanis club . . . and that was a good experience, I enjoyed it and it was very positive.

This same respondent told how their jurisdiction has since undertaken more peer-based staff development activities and how they were received:

> We had our own people explain what to do and how they're doing it, and people came away from that saying 'that was good' and really positive things were said . . . you know, compliment them on sharing their ideas.

This self-fulfilment or self-actualization also seems to have some lingering results for the Resource teachers. One respondent captured it this way:

> If you're talking challenge and things that are more phenomenological, in that sense in terms of reward, you certainly know you're not getting paid extra for it, then you have to be satisfied by what you are doing and be very self motivated.

This person then compared the peer consulting experience to teaching students:

> They give me that boost, you know, and you have to get it from there because you're not going to be sitting around waiting for gold stars from somebody else - district office isn't going to send it to you.

In describing the type of person this respondent identified with, the following was given:

> They're all superstars, they're just good hardworking people, they don't expect a gold star every day, they get their jollies just by doing a great job.

> I was on such a high that things were so terrific in my classroom (as a result of the Resource Teacher experience), that everything else, all the other benefits, they were just gravy.

Another main thrust in the area of self-actualization was fulfilment of need for variety; that is, change of pace

or change of environment.

> I tended to be sort of an introverted person and it made me get out and open up quite a bit, that was probably good for the character. The impact of that obviously has led to some career changes and changes in consciousness and probably subconsciousness.

> I was looking forward to it because I felt at that particular point in time I needed a break, I'd been teaching for about ten years since I'd been at university, and I suppose I was - well, not burned out - but maybe getting a little bored with the job.

> I didn't realize I had been in a rut until I started doing it (the Project), but after that I was exhilarated and felt not in a rut.

> I occasionally need a break . . . or a change of subject area . . . I was ready to come back to the classroom and I certainly have experienced a refreshing feeling . . . . It gave me a refreshing break.

> Even the idea of getting people out of their ruts, perhaps, and mixing with their colleagues was a very sound approach.

Self-esteem. There was a common sub-theme of ego-building, recognition and higher profiles that emerged from the respondents' outputs. This seemed to be a very positive and rewarding experience for the Resource Teachers.

> I suppose that the other effect on me is that I became a little better known because I came in contact with a lot of people . . . that was an enriching experience . . . I can't say enough about those kinds of things.

> And it was very positive, it made me grow - like there's no place in the district that I could go now, where some people don't know me.

> I was asked to do this and so I would have to say that was a very positive thing to be considered the social studies expert in the district . . . so it was a boost to my ego.
>
> I think the fact that I was picked by the head of the social studies department for Alberta Education - I suppose that was an ego boost.
>
> It's an ego builder for sure.
>
> This experience also gave me a little closer contact with senior officials in the Department of Education and this tends to give one . . . a feeling of importance - you can communicate with the big boys.
>
> I became well known throughout my district, and in a couple of others, and earned the respect of my colleagues.

Social. The Resource Teachers' experience also seemed to fulfill a higher level social need - one of a giving, sharing, and generally philanthropic nature.

> Because I was having so much success in the classroom with this approach, I wanted to share it with other teachers, so I talked to other teachers about trying specific strategies that I had discovered. I tended to share the materials that I was developing or had found through being a peer consultant.
>
> I managed to get into all those rooms eventually, and in most cases was invited back because after the first session I was less threatening (to them). In that sense it was positive and there was some sharing of ideas.
>
> In some small way I started to help teachers build up a rapport with what Central Office is really there for, which is to assist teachers, right? . . . so for at least a dozen people I knew I had an

> impact in that regard and I think that was meaningful.
>
> I'm grateful for having had the opportunity to share knowledge I have and that I so enjoy sharing with others.
>
> And of that informal sharing of ideas, the aspect most enjoyable and most profitable was 'talking shop'.

Other respondents described how teachers in their jurisdictions have changed since peer-based staff development activities have become common.

> Teachers are funny animals, for some reason or other by nature, and they tend to, when they've got something that they've come across - they used to want to protect it as their own little God given what-ever-it-is. We find now that, given the opportunity, they are quite happy to share the knowledge or information they've found with other teachers.
>
> A lot of sharing, it encouraged a lot of sharing. I know as a direct result of it, not only did we have sharing going in the social studies field, but a lot of sharing going on in other areas.

Category Three: Increasing Self-Confidence

The last of the general themes is the increasing of self-confidence. It largely reflects a self-confidence and security in relation to the respondents' careers and career aspirations; however, there appears to be a spill-over into more general areas as well.

> I suppose in terms of my career, it gave me - well - more confidence. You know, more confidence with the material, with the choice of methods that a person uses, and also I guess just more confidence in dealing with parents, parent-teacher

interviews, this type of thing.

> It has made me feel very secure, no matter where I go. When you stand up and you talk for two days with people and you give them ideas, you show that you know what you're doing.

> I generally liked and respected the people who were conducting the Project - still - by and large a person would have to sit there and think that you have done every bit as well. So that too sort of opened your eyes to the fact that you might be able to do other things . . . it increased a person's confidence . . . as to what you might be able to accomplish later.

> That security thing is there - you just try to get rid of me - there's no way . . . the backlog of respect and so forth is there - so I think, in terms of my career in terms of having a job and boy - it's solid.

> If you want to change jurisdictions you feel that because of your experience, you stand a greater chance of success at getting the job you want to apply for.

> I know I can do it, I've lived through it and I'm even stronger . . . so now I have the assurance, much stronger inner feeling wise, definitely in terms of applying for and feeling qualified for jobs like that - yes indeed.

Higher career aspirations and motivations were also affected by the confidence the peer consulting experience generated.

> It didn't get me any good jobs or lead me on to any higher jobs but it may have just opened the door a bit as far as higher expectations are concerned.

> In terms of my career, I wish it had manifested itself more . . . when things will lighten up the opportunities will be there - but it is terrific

stuff to have had - right now it's in the bank.

> Should I wish to go further up the ladder of success, I wouldn't hesitate to use the peer consultation experience as a reference to indicate support for my abilities and capabilities.

> Now I know I'm qualified to work with all levels of colleagues in a consultative capacity . . . in other words I'm more 'together' than I've ever been, ready for anything the future brings and well qualified for it.

The manner in which the respondents conduct their day to day career activities was also affected by their increased self-confidence.

> Basically the experience has given me greater confidence in my subject area and has therefore probably made me a better teacher of social studies.

> I probably operate from a little stronger of a power base than previously.

> I did get the impression of a certain power . . . that I could foresee, I suppose as a result of it. I suppose it raised a sort of ambition, in a sense, that I didn't have before . . . it probably also opened up the possibility of being a little more demanding - making more concrete suggestions, exercising a bit more authority under certain circumstances. Not just being so laissez-faire and accepting whatever other people are doing. They have to be able to support what they are doing at some point.

The confidence also manifested itself in a more general sort of a way.

> By being involved with peer consulting, I probably developed more confidence in myself when it comes to dealing with adults in general and teachers specifically. I also came to realize that I

> probably am very knowledgeable in my field and I have a lot more common sense solutions and appreciations than a goodly number of people who are in the teaching business. This experience also gave me a little closer contact with senior officials in the Department of Education and this tends to give one more self-confidence.
>
> This has served me in my non-professional career - i.e. speaking to groups of people, at public forums - asking questions, developed leadership abilities, and although I'm not outwardly aware of it, I think it has also assisted in my organizational abilities when taking part in a discussion or presenting materials.

SPECIFIC THEMES

The following four themes are more specific than the previous three. They also seem to be residuals of the effects generated by the initial three; however, all of the themes, general and specific, revealed dynamic interrelationships and interdependencies among themselves. The four themes in this section are not presented in any meaningful order, nor did any one appear to be more regularly occurring than another.

Category Four: Improving Classroom Teaching

It would seem that the respondents experienced a more positive perception of their own classroom teaching resulting from their term as peer consultants.

> My own teaching has obviously been greatly enriched by all of the information I received, processed, and evaluated throughout my resource

year.

It's one of those recurring type of things like - okay, the Alberta Education exams this year, my class was six marks above the provincial average. That's an ego boost.

I was teaching three grades I had never taught before - I was darn lucky that I had the background in this theory . . . otherwise I couldn't have done it . . . I really think it made my teaching very much stronger.

Specifically in terms of curriculum . . . it did help me relate my two areas to the other curriculum areas and the other grade levels.

Certainly my teaching day has to have been affected by it because I know much more about the source materials.

I do feel that I have much more confidence in the process of dealing with material and in terms of how the material is presented - group work, class discussions, library research, etc..

Prior to the experience, I did not believe in following the curriculum . . . now after peer consulting, . . . when I went back into the classroom . . . that was a major change . . . I read all the curriculum guide and attempted to integrate what it was saying into my own hands-on integrated approach . . . it was phenomenal . . . I knew I was teaching more than I ever had before, I knew the kids were learning more than they ever had from me before . . . not only did the kids enjoy themselves, and a lot still come to see me, . . . but their test scores were phenomenal - really, really high.

Category Five: Becoming Resident Expert

There was concurrence among the respondents that a major effect of their Resource Teacher experience was that they had become perceived as experts in social studies for

their jurisdictions. This image of the Resource Teacher seems to have persisted up to the present.

> When it comes out in a month or two - or a year later when they phone you up and says 'I've got a problem here, could you help me with it' - now you know all about social studies.

> Everybody treats me as though I am the social studies person in the district - still. People phone me up and say 'I've just gotten this assignment this year, can you give me anything on it'.

> I guess it's a positive experience when you have an institute and social studies teachers get together and they say 'well what are you doing' . . . they always wanted to find out.

> I would have to say that it was a very positive thing to be considered the social studies expert in the district.

> I helped order every piece of social studies material in that school . . . mine was the final word.

> But it's nice to think that they look at you in that particular manner . . . they do that in a positive manner . . . so whenever there is a meeting in social studies, even though I don't teach it anymore, I'm involved.

Some respondents reported some negative fallouts from being perceived as the resident expert in their jurisdictions.

> One thing which might be negative as a result of that though, is that because you've done the peer-based consulting, you should be able to teach any social studies whether you liked the particular course or not . . . you're the authority type thing - you should have no problem . . . I think it's just an uncomfortable type of thing.

> And when I had to go back to the classroom the following year it was very very difficult . . . I'd worked hard, I had respect . . . but it also got me a feeling that there was jealousy . . . there were some teachers who went out of their way to make my life miserable . . . there was a back-lash that surprised me, but then there are all personality types . . . I had to just develop a thicker skin and for me, that's probably good too.

Category Six: Maintaining Positive Contacts

In their term as Resource Teachers, the respondents made many contacts and acquaintances with other people: teachers, other Resource Teachers, Alberta Education personnel, and local jurisdiction central office people. Emerging from the data analysis, there was a theme indicating that many of these positive contacts have been fostered and maintained up to the present.

> Since being out peer consulting and back in the classroom, I have maintained contact with many of the peer consultants that I met and have become close personal friends with them. The ones that I have not become close personal friends with - many of them I still contact on a professional level.

> I just made some really good contacts with people that I never had before and they're just good people and its always great to see them again and I'm sure that my relationships are positive with a lot of these people.

> The thing is that now I know I can call those people anytime and, say - if I needed something, they'd give it to me because we've done so many things back and forth.

> Well, outside of my career, I could tell you all kinds of personal things - if I hadn't taken the job as Peer Consultant I wouldn't have met the

person I married.

And any of the people who call me up and say 'I used to be a Resource Teacher, can you help me out with something?' - there's an immediate bond because I know what they've gone through and if they've lived through it I know they're good people.

I wouldn't say I developed any friendships from it but I did make contacts with people that I would never have known before and when I see these people periodically now, those contacts are very positive.

As a result of it I've had some fairly positive experiences - I went to the Western Canada Film Showcase - and that was directly the result of that (previous contacts in the Project) and I've been in and worked with Alberta Education on two or three different occasions, sorting through materials to see about curriculum fits and that type of thing. That's been - well - it's enjoyable.

I developed a great relationship with him (the superintendent of a neighboring district) from nothing before.

I came to know the people at our central office personally - I got to know them as people and that was fantastic. Thereafter when someone would be complaining about something . . . what I used to do was say 'well that's the way the system is, you know you have to try and overthrow it and blah, blah' . . . What I started to say then was 'we have people at central office that will assist, that can understand' . . . and so not only would I direct myself to central office when I was distraught about something, but I would direct other people too.

Category Seven: Reinforcing Existing Orientations

Some of the respondents were reluctant to give their peer consulting experience full credit for some changes in

or effects on their lives. They did, however, acknowledge their experience in the Project as contributing to these effects or as reinforcing beliefs, behaviors, and orientations they already had.

> It sort of reinforced my belief in what I was doing, it made me a little more comfortable in doing it, enabled me to branch out.
>
> There were things that were solidified in my mind.
>
> It should be noted that some of this came about because of my involvement in city politics, as opposed to peer consulting. On the other hand I may just think it's this way - maybe I'm an easy touch or maybe others get to do things and I don't know about it.
>
> The changes won't be astounding but they will, on the other hand I think, be very important changes. I would think I . . . was well aware that people could do things in a variety of different ways . . . and this experience sort of reinforced that.
>
> It is difficult to say these things are directly related to peer consulting, as about at the same time I was involved in other similar pursuits. I do, however, feel that the peer-based consulting would have had some bearing on confidence and organizational abilities - it is just difficult to say how much.
>
> I shouldn't give this particular project that much credit for the change in me, in the sense that it was just a vehicle - it was just an opportunity, a catalyst I guess . . . . It allowed you to find out certain things about yourself - interests and so on - at really no risk because you were going right back (to previous job).
>
> So I guess all those things sort of happened at once. So to say that any one in particular affected me more wouldn't be a true picture . . . I guess it (the Project) has complimented - all those things have been complimentary. In other

words, they've all sort of worked together in a very quick succession.

The preceding themes are composed of responses from the individual respondents. Care was taken to subsume all responses from all respondents in the appropriate categories. This was in keeping with the convergence strategy outlined in Chapter III; thus, there remained an absolute minimum of unassignable data - only that which was not related to the effects of the peer consulting experience.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

INTRODUCTION

The intent of this research was to determine what effect the experience of peer consulting has had on the professional and personal lives of the Resource Teachers. It was an exploratory, inductive, hypothesis generating mode of research utilizing qualitative methodology. In-depth interviews conducted by this researcher accounted for the main body of data obtained; although, open-ended questionnaires were also administered to the respondents.

The sample consisted of five former Resource Teachers from the 1981 Alberta Social Studies In-Service Project. This sample size created a limitation in that it was rather small to attempt generalizing the findings to the entire 125 Resource Teachers who participated in the Project; however, the process of theoretical purposive sampling did produce a maximally broad range of respondent orientations. This process created the most stringent conditions for generating grounded theory encompassing the assessed cases and, most importantly, provided an insightful framework from which to base further research.

The purpose of this chapter is fourfold; one, to present a summary and discussion of the study's findings; two, to present the conclusions derived from these findings;

three, to generate a grounded theory based on the findings and conclusions; and four, to discuss the implications these results have for the educational enterprise.

SUMMARY AND DISCUSSION OF FINDINGS

The thematic categorization of data in Chapter IV revealed seven emergent themes describing effects sustained by the Resource Teachers as a result of their peer consulting experience. These effects displayed dynamic interrelationships among themselves with one or more often contributing to the development of others. In fact, these interrelationships seemed to be much like the proverbial "vicious circle" with the initial general effects contributing to development of the ensuing specific effects. These specific effects then seemed to complete the circle by contributing back to additional development of the initial effects.

The three general effects which seemed to serve jointly as a matrix for the remaining four specific effects were, in the order of their frequency of occurrence in responses: a broadening of personal perspectives, a fulfilling of psychological needs, and an increase in self-confidence.

The latter four specific themes, having emerged in no particular order, were: an improving of classroom teaching; the becoming of a resident social studies expert; the

maintaining of positive personal contacts gained during the program; and the reinforcing of orientations previously existing in the respondents. These specific effects seemed to contribute to one another as well as back to the initial effects.

The following sub-sections contain a summary of the substantive content comprising each of the themes and a discussion of their interrelationships. The three general themes, occurring in their order of frequency of mention, are dealt with first - the latter four following in the order listed above.

Theme One: Broadening Personal Perspectives

The most commonly recurring effect was a broadening of personal perspectives. It included a general overall broadening and a specific broadening in the areas of curriculum resources and methodology, and teacher qualities.

The general broadening seemed to reflect an overall increase in personal knowledge, experience, and skills, all related to the administration of education and personal development. Specific examples included: developing a perspective other than that of a classroom teacher; discovering the variety of differences among school jurisdictions; gaining new insights from seeing other teachers operate; a revealing of new career possibilities; and gaining an understanding of provincial educational machinery beyond the classroom level. This broadening of perspectives had several lasting effects on the respondents,

including such things as career changes, increased career aspirations, a more positive outlook on the value of systems and organizations, and a personal growth leading to more efficient and meaningful interaction with other people and organizations.

All of the respondents indicated a greater knowledge and experience of social studies curriculum, resources, and methodologies after their term as peer consultants. This resulted from their exposure to other teachers, other jurisdictions, Alberta Education personnel, other Resource Teachers, and resource banks.

The respondents also indicated a heightened awareness of the qualities of other teachers. By and large they were pleasantly surprised by the quality, innovativeness, and dedication in the teaching they observed. This was especially true at the elementary level. On the other hand was the painful reminder that a small minority of reactionary, resistant, and/or marginally capable teachers also exist.

The broadening of personal perspectives had spin-off influences on other effects as well. Greater self-confidence was instilled as a result of increased knowledge and experience, the respondents now perceived themselves as better teachers since utilizing new knowledge, their increased knowledge and public profile caused them to be looked on as local social studies experts, they tended to maintain contact with some people they had met during the Project, and the whole process tended to give them a greater

sense of self-actualization, self-fulfilment and self-esteem.

Theme Two: Fulfilling Psychological Needs

The second most predominant effect was the fulfilment of higher level "Maslovian" needs - self-actualization, self-esteem, and social interaction.

In terms of self-actualization, the peer consulting experience seems to have met the Resource Teachers needs for inner reward, self-fulfilment, and variety. Positve feedback from teachers regarding help given and work-shops presented, positive feedback from superiors over a job well done, inner reward and satisfaction at seeing attitudes change as a result of one's efforts, and pride at having done a good job were all contributing factors. This impact seemed to leave the respondents with a sense of increased motivation and excitement about their jobs, a factor ongoing in the present. Self-actualization also occurred as a result of the need for variety being fulfilled. The experience seemed to provide a refreshing break from routine, as one respondent put it: "out of a rut".

Self-esteem needs were also met through the gaining of personal recognition, higher personal profiles, and ego building. These contributors to self-esteem resulted partly from the high public visibility of the experience and partly from the positive feedback received from successful performances or from being selected as Resource Teachers.

A philanthropic, giving and sharing, higher level need

was also fulfilled by the Resource Teachers' experience. It was a personally rewarding experience to give aid to or share resources and advice with other teachers. This aspect in turn contributed back to self-actualization and self-esteem. It appeared that the respondents simply tended to value and be rewarded by interactions with teachers, other Resource Teachers, and/or supervisory personnel.

As with the effect portrayed in the previous theme, the fulfilling of psychological needs had impacts on some of the other effects. The sense of well being growing out of fulfilled needs contributed to a more relaxed openness, thus enhancing broadened perspectives. Motivation for innovative classroom performances ensued and increased confidence resulted from the positive feelings about themselves. The respondents, radiating the above-mentioned qualities, obviously became more personally congruent with the image of resident expert and would also have their existing orientations reinforced.

Theme Three: Increasing Self-Confidence

This last of the general effects reflected mainly a self-confidence and security in relation to the Resource Teachers' career activities and career aspirations: confidence in the classroom with methods and materials; confidence in communicating student achievement with parents and supervisory personnel; confidence about job security and prospects for advancement or mobility; confidence that the peer consulting experience would enhance their credibility

in the eyes of present and future employers; and confidence that the experience would increase the demand for their services.

Some respondents also felt that they were now more confident in themselves in general sorts of ways: more confident in dealing with people in general and more confident in their own general administrative capabilities arising largely from the broadened perspective of seeing others work.

The increased self-confidence was probably, at least partially, a result of the effects described in the previous two themes; however, the self-confidence in turn generated a willingness to open up and explore, thus broadening personal perspectives. The positive feelings associated with confidence fueled the feelings of fulfilment and actualization. Confidence is obviously a factor in more effective classroom performance, fulfilling the role of resident expert, showing a desire to reach out and maintain contacts with others, and to be reinforced in one's own existing orientations.

Hiatus

Effects described in the following four themes are more specific in nature and seem to grow out of impacts generated by the effects reflected in the previous three general themes. The following summary and discussion of the specific effects reveals the relationships between each one and its relative counterparts.

Theme Four: Improving Classroom Teaching

The respondents reported a more positive perception of their own classroom teaching behaviors after the experience. The increased knowledge about resources and methods and a greater understanding of the curriculum as a whole were significant contributors. The self-confidence generated by the whole experience also contributed to the improved classroom performance. Once the Resource Teachers had experienced what they perceived as improved teaching, this in turn contributed to the fulfilment of the higher level needs. When students, other teachers, parents, and supervisory personnel began to share this perception of quality teaching, the step for the Resource Teachers to be viewed as resident experts was much smaller.

Theme Five: Becoming Resident Expert

There was concurrence among the respondents that their Resource Teacher experience has resulted in them being perceived by others as the resident social studies expert ever since the Project. They were called upon by other teachers, central office personnel, and for some, other community groups. This phenomenon was attributable to their broadened perspectives, knowledge and experience, their image as a "master teacher", their radiance of self-confidence, and their contacts with other social studies experts established during their Resource Teacher experience. The role of resident expert would then

contribute to self-fulfilment and self-worth among the Resource teachers themselves. Overall this role seemed to be a very reinforcing one for the Resource Teachers. Some respondents reported negative fallouts such that other teachers behaved jealously toward them and that they were sometimes expected to teach any level of social studies whether or not they enjoyed that particular course.

Theme Six: Maintaining Positive Contacts

In their term as Resource Teachers, the respondents made many contacts and acquaintances with other people: teachers, other Resource Teachers, Alberta Education personnel, and local jurisdiction central office personnel. The respondents indicated that, among these contacts, many of the positive ones have been maintained up to the present. This situation was a direct fallout of the broadened personal perspective and opportunity to meet and interact with these people. Exchanges with these contacts gained the respondents new knowledge and ideas, which in turn contributed to improved classroom teaching, which in turn fostered self-confidence, self-fulfilment, the role of expert, and the reinforcing of their own inner perspectives.

Theme Seven: Reinforcing Existing Orientations

Some of the respondents were reluctant to give their peer consulting experience full credit for some changes or impacts in their lives. They did, however, acknowledge their experience in the Project as contributing to these

impacts or as reinforcing beliefs, behaviors, and orientations they already had. The combined impact of all the other effects would probably contribute to this reinforcement and conversely, this reinforcement would contribute to more confidence, a good feeling about oneself, and a willingness to explore and experiment with innovations in the classroom.

CONCLUSIONS

The following comment, made by one of the respondents, provides a fitting focus for the conclusion section:

> In retrospect, or even at the time, I had some questions about what actual impact I was having on what was happening (as a result of the Project) and I suppose it had some positive effect on other people. The only thing I am sure about, in retrospect, was at the time it was having a heck of an impact on me as an individual - far more than on others.

This comment adequately captures the magnitude of the effect sustained by the Resource Teachers as a result of their experience in the Social Studies In-Service Project.

There are two main conclusions arising from this study: one, that there has been a very positive effect on the Resource Teachers as a result of their experience in the Project; and two, that the findings are credible and dependable, judging from the content of existing literature relative to the subject. The following sub-sections will present a detailed discussion of each conclusion.

Positive Effects

Aside from a few minor disenchantments, the findings of this research overwhelmingly indicate that the Resource Teachers' experience as peer consultants has had a positive effect on their professional and personal lives. This effect has indeed influenced the way they behave and how they relate to and interact with their environments up to the present - and will likely continue to influence them in the future.

As a result of the respondents' experience, they now exhibit the following positive qualities:

1. They have an increased knowledge and understanding of the administration and politics of education beyond the classroom sphere.
2. They have an increased knowledge and understanding of social studies curriculum, resources, and teaching methodologies.
3. They have an increased awareness of what other teachers are doing in classrooms and how it is being done.
4. They have gained a sense of self-fulfilment and inner reward that has motivated and encouraged them up to the present. Ongoing effects from the experience continue to fuel the fulfilment of these higher level needs, i.e. resident expert, ongoing contacts, and improved teaching.
5. They have become more confident in themselves, not only in matters relating to education but also in other areas of their lives. Most respondents indicated higher career

aspirations and some even experienced career changes as a combined result of confidence, awareness, expertise, and credibility gained during the Project.

6. They perceive themselves as better teachers now than they were before the peer consulting experience.

7. They are perceived by others within and sometimes without their jurisdictions as experts in social studies affairs.

8. They maintain professional development contacts acquired with other Resource Teachers, teachers, and other educational personnel during the Project.

9. They found that the mental stimulation of their experience often reinforced orientations they already had, thus confirming to them their own competence and self-worth.

10. All of these qualities seem to work together in a dynamic way, making the respondents generally more well rounded, self-fulfilled, happy, and competent in their educational pursuits.

One might conclude by adding that the combined influence of these multi-faceted effects has left the school jurisdictions, teachers, students, and communities as the prime beneficiaries reaping the final rewards. People with these qualities cannot help but be attributes to the efficient and effective administration of education.

Credibility and Dependability

In an inductive research such as this one, it is important to return to the literature after data analysis to

check whether the emerging themes are either supported or refuted by it. In the case of this exploratory study, there was no existing literature on actual long term effects sustained by peer consultants as a result of the peer consulting experience; however, there was a good deal of literature and theory that was indirectly related to the findings, the dynamic interaction of the effects, and the conclusions.

It is this researcher's conclusion that these sources help confirm the credibility and dependability of the findings and conclusions generated in this study. The following sub-sections will relate relevant literature or theory sources to the respective results of this research.

Efficacy of peer-based consulting. As was noted in Chapter II, the concept of peer-based consulting in staff-development programs has been proven workable and effective. The findings of this research would contribute additional credibility to that claim. One might even argue that the efficacy of the approach is due in part to the positive effects sustained by the peer consultants themselves.

MacKay and Doherty (1982:60), in their evaluation of the Social Studies In-Service Project, reported that some of its side effects were the positive and negative effects on the Resource Teachers. This assessment, done during and immediately after the Project, indicated the following self-benefits perceived by the Resource Teachers at the time (MacKay and Doherty, 1982: 78,81,82): 1) Opportunity to

meet, interact with, work with, and learn from other professionals in Education System; 2) Increased knowledge and understanding of Social Studies curriculum and instruction; 3) Increased personal skills and growth; 4) Professional growth; 5) Improved teaching skills; 6) Status and potential for career advancement; 7) Change of pace from teaching; 8) Awareness of and sensitivity to teacher concerns; 9) Renewed respect for people in the teaching profession; and 10) Opportunity to assist other teachers.

These findings are congruent with those of this research, the only difference being that the long term effects display a maturation that has brought many of the initial effects to fruition; that is, as indicated in the ten conclusions of the previous section.

This research revealed no significant long term negative effects whereas MacKay and Doherty (1982) did cite some at the time. This can be explained by the nature of these negative effects, all being such that they were connected to the actual processes of the Project. Once it was finished, these negative influences were removed and the positive effects were left to mature and cause growth in the Resource Teachers over the long term. The following negative effects were cited by MacKay and Doherty (1982:79,83): 1) Time (long working hours and unrealistic deadlines); 2) Lost contact with pupils in own school; 3) Uncompensated costs; 4) Disadvantages to teachers and students when taking over class again; 5) Loss or fear of loss regarding re-assignment after term as Resource Teacher

ends; 6) Frustration with dual role as teacher and Resource Teacher; 7) Loss of sleep; 8) Passive resistance of some teachers and negative attitudes of administrators; and 9) Inadequate Resource Teacher training.

Human needs and motivation. The second most predominant finding of this study was that the Resource Teachers' experience with its ongoing effects has fulfilled their higher level psychological needs. Pansegrau (1983:159), researching teacher perspectives on in-service education, found that teachers involve themselves in in-service activities to meet various needs within themselves. "The value of a particular in-service activity is determined by the individual, his needs at that moment in time and whether the activity has satisfied these needs" (Pansegrau, 1983:160). Leithwood and MacDonald (1981:108) had similar findings. Their research was geared toward the reasons given by teachers for curriculum choices. The results indicated again that teachers were motivated by the desire to fulfil certain higher level needs.

MacKay and Doherty (1982:72) found the following reasons for Resource Teachers accepting their job in the Project: 1) Change of pace (need for a change); 2) Challenge - excitement; 3) Learning opportunities; 4) Desire and competence to help implementation of curriculum; 5) Opportunity to meet, work and learn from other teachers; 6) Interest in Social Studies and new curriculum; 7) Personal and professional growth; 8) Unique experience (variety); 9) Potential for career and/or advancement; 10) Commitment to

new curriculum; 11) Need for in-service; 12) To be involved in Project; and 13) To improve own teaching. It might be noted that these reasons reflect higher level needs, and that the findings of this research show that most of the above-mentioned needs were fulfilled in the long term.

Findings in this research also revealed that some respondents felt increased motivation as a result of their needs being fulfilled. This coincides with elements of Etzioni's theories on organizational types and compliance types and the motivational theories of Herzberg, Alderfer, and Maslow. Hoy and Miskel (1982:39) stated that educational organizations usually fall into Etzioni's classification of "normative organizations" that is, ones populated by professionals, usually working self motivated in isolation from other teachers, administrators, or supervisors. Weick (1982:673) agreed calling schools "loosely coupled organizations". Etzioni called the involvement displayed by employees in normative organizations "moral commitment" (Hoy and Miskel, 1982:37).

Herzberg, Alderfer, and Maslow agree in their theories that this type of organization has most members being motivated by the fulfilment of their higher level needs (Hoy and Miskel, 1982:151; Schein, 1980:86).

Other theories. The results of this research also revealed some relevant connections with other theories.

The dynamic and complex interrelationships among the effect themes fits very well with the "complex man" assumption in Sergiovanni's (1980:80) contingency theory;

that is, that the inner motivations and mental processes of man are: complex and variable; varying from situation to situation; interacting as a result of needs and experiences; in a constant state of flux; and impossible to be correctly described in rigid oversimplified theories.

Also, the seventh effect theme - reinforcing of existing orientations - fits with Festinger's theory of cognitive dissonance (Ryckman, 1982:8); that is, people tend to seek out situations where their behavior can be comfortably compatible with their existing orientations. This perhaps suggests that the people selected as Resource Teachers were more likely to sustain positive effects because their existing orientations were already compatible with the behaviors necessary to conduct a successful in-service program. The reasons cited by MacKay and Doherty (1982:72) for Resource Teachers accepting the role of in-service consultants would seem to support this claim.

Conclusion. Based on the research and theory reviewed in the preceding sub-sections, one might conclude that the findings of this research are credible and dependable. The process of literary triangulation has shown the findings to be consistent with contents of other research and theory.

GENERATION OF THEORY

Whereas the preceding sub-sections related the findings of this research to other theory, this section will present a grounded theory based on these findings. One of the main objectives of this study was to generate a grounded theory encompassing the cases assessed. Glaser and Strauss (1978:53) and Burgess (1982:210) agreed that grounded theory should be central to the qualitative research process.

Process

Smith (1974:18) stated that a theoretical model consists of two or more interrelated propositions, a proposition containing two concepts in cause/effect relationship, and a concept being an abstraction representing a class of events - effect themes in the case of this study. Baldamus (1982:218) outlined a two part operation for sociological theorizing: 1) the perpetual reorganization and the increasing restructuring of symbols representing the core meaning of conceptual elements existing in the framework of the research; and 2) the seeking out of available conceptual frameworks that have proved to be clarifying in other contexts or have become established by usage. He then suggested that a process of "double fitting" (Baldamus, 1982:221) be employed whereby the meaning symbols of conceptual elements and the chosen

framework or combination of frameworks are both reorganized and restructured to create a suitable fit. He concluded that it may be necessary to invent a conceptual framework within which to organize the emerging conceptual symbols.

The perpetual reorganization and restructuring Baldamus referred to was very much a part of this study throughout the data analysis process. The development of an appropriate conceptual framework within which to classify the concepts was the main function of the theorizing process.

Glaser (1982:226) distinguished between substantive and formal grounded theory:

> By SUBSTANTIVE THEORY we mean theory developed for a substantive or empirical area of sociological inquiry - such as patient care, race relations, professional education, geriatric lifestyles, delinquency, or financial organizations. By FORMAL THEORY we mean theory developed for a formal or conceptual area of sociological inquiry - such as status passage, stigma, deviant behavior, socialization, status congruency, authority and power, reward systems, organizations, or organizational careers.

Both types of theory can be called middle range in that they fall between the minor "working hypotheses" of everyday life and the "all inclusive" grand theories (Glaser, 1982:226). "Substantive and formal theories exist on conceptually ordered distinguishable levels of generality, which differ only in terms of degree" (Glaser, 1982:226).

These distinctions make it clear that the grounded theory generated as a result of this research is substantive. The focus of the study and the nature of the

findings and conclusions are too specific to meet the demands of formal theory. However, as Glaser (1982:225) described, this theory could be combined with other substantive theory in the formulation of the more general formal theory. Glaser (1982:226) suggested that substantive theory can be generated in the following manner. Translated to this context: focus on the substantive area - effects on Resource Teachers as a result of their job experience, and make a comparative analysis between or among groups within the same substantive area - the Resource Teachers who served as respondents in this study.

A Substantive Theory

The following substantive theory was developed utilizing a combination of processes as outlined by Smith (1974), Glaser and Strauss (1978), Baldamus (1982), and Glaser (1982) in the previous section. The model is entitled: Peer-Based Consulting Effects on Consultants. In concurrence with Smith (1974), it is constructed of a series of interrelated propositions.

Proposition one:

Service as peer consultant causes broadened personal perspectives, fulfilled psychological needs, and increased self-confidence.

Proposition two:

Broadened perspectives, fulfilled needs, and increased confidence converge and combine to reinforce each other and cause improved classroom teaching, role as resident

expert, maintenance of positive contacts, and reinforced existing personal orientations.

Proposition three:

Improved teaching, role as expert, maintenance of contacts, and reinforced orientations combine and converge to reinforce each other and broadened perspectives, fulfilled needs, and increased confidence.

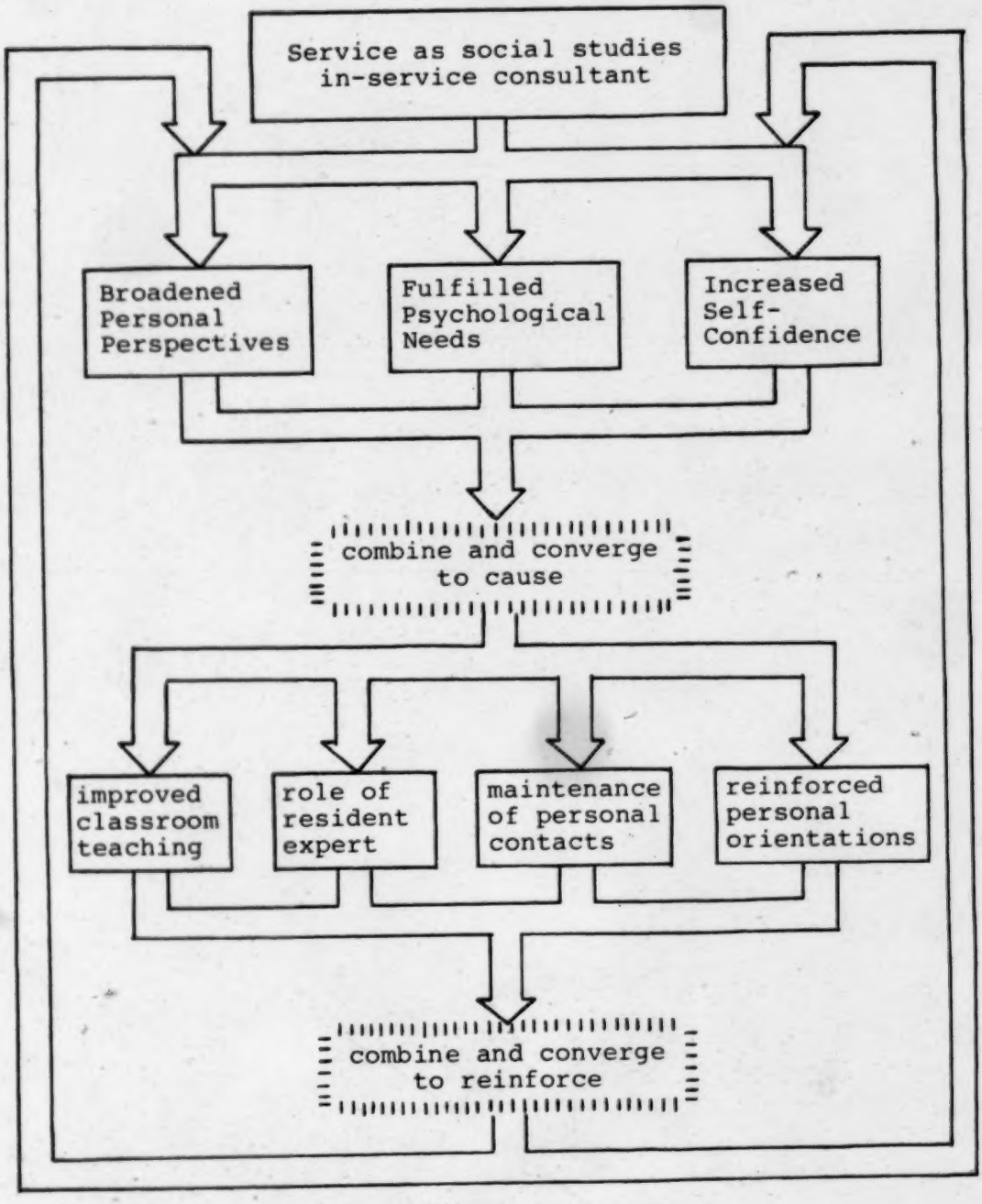
Proposition four:

The complexities of human nature and situational contingencies cause a dynamic and complex interrelationship and interdependency between broadened perspectives, fulfilled needs; increased confidence, improved teaching, role of expert, maintenance of contacts, and reinforced orientations.

Figure 2, "A Theoretical Model of Peer-Based Consulting Effects on Consultants" presents a graphic illustration of the substantive theory as outlined in the preceding propositions. This graphic illustration was constructed following the guidelines and procedures as outlined in Smith (1974). It has, included within it, all of the key concepts and relationships revealed in the findings and conclusions of this study.

Figure 2: A Theoretical Model of

Peer-Based Consulting Effects on Consultants



IMPLICATIONS

The purpose of this section is to discuss some implications arising from the research results and to make some appropriate recommendations to the province, school systems, administrators, and teachers.

Staff Development

It would seem the main implication arising from this study is that peer-based consulting should be used as much as possible in in-service staff development programs. The very positive self-enhancing and program-enhancing effects sustained by the peer consultants underscore this suggestion. In a period of time when there is strong pressure for educational accountability - curriculum quality, teacher quality, administrator quality, and school system quality - it would seem that universal and ongoing in-service staff development programs are one of the only viable methods of attaining sought after quality improvements. The recent inclusion of an in-service policy in the provincial Program Policy Manual (Alberta Education, 1984a, 1984b), as discussed in Chapter I, would imply that Alberta Education is moving in that direction.

Recommendations

The above scenario raises some implications for various stakeholders in the educational field. In the following

sub-sections these implications will be stated in the form of recommendations to these groups.

Provincial education departments. Judging from the findings of this study and literature reviewed throughout, it would seem that provincial and/or state education departments should seriously consider the use of planned and organized peer-based consulting for introducing innovations and changes or for maintaining and improving educational qualities. These programs could be province or state wide as in the case of the Alberta Education Social Studies In-Service Project (Alberta Education, 1981). Alternatively, as in the Jefferson County (Colorado) Science Curriculum Implementation Project (Fullan, 1982), the programs could be regional, based on perceived needs in selected areas.

Further, it is recommended that these programs be planned, organized, and implemented in harmony with the literature on educational change and the evaluations of past peer-based programs.

School systems. The success of peer-based in-service programs, as documented by MacKay and Doherty (1982) and The Texas Research and Development Center (Fullan, 1982:170), would imply the local jurisdictions should organize their own peer-based programs to meet their district wide or regional needs. The educational climate in Alberta today adds an urgency to this recommendation. The same caution, regarding literature and evaluation studies, extended to the departments apply to the school systems.

Administrators. One of the negative effects noted by this research and MacKay and Doherty (1982) was that some administrators were indifferent and sometimes even resistant to the implementation of the peer-based program. It would seem that well organized and supported peer-based in-service programs would make the administrators job easier in the long run. Therefore administrators should encourage, support, and even initiate the use of peer consultants in in-service staff development programs. Again, this group must adhere to the methodologies already proven effective.

Teachers. The literature has shown that teachers are the greatest beneficiaries in successful peer-based programs. They should therefore support them, encourage them, and cooperate with their colleagues who are acting as peer consultants. As revealed in the literature review, research has also shown that when teachers do seek help, it tends to be from peers, thus it should be a natural process. Teachers should also accept opportunities to serve as peer consultants, the rewards of which are well worth the added work, commitment, and responsibility.

Researchers. There is a need for further research in the area of peer-based consulting. A study encompassing a larger sample of the 125 Resource Teachers should be done in replication of this research. As well, other similar peer-based programs should be evaluated much as MacKay and Doherty (1982) evaluated the Social Studies In-Service Project. A study might also be done, in light of Levinson's Adult Development Theory, investigating the differences in

peer consulting effects between people in the various adult development stages.

CONCLUSION

Fullan (1982:ix) concluded: "how to get new educational programs to work in practice has increasingly frustrated and mystified those involved in education over the last two decades." He continued, stating that in most cases the outcome of attempted improvements have at best been marginally successful and all too often the situation is worsened. His recipe for success is that "if change attempts are to be successful, individuals and groups must find meaning concerning what should change as well as how to go about it" (Fullan, 1982:ix).

Finding meaning for all involved parties implies communication between their subjective realities. The collective subjective realities must be individually modified by consensus to become one objective reality. Only then does the proposed program have a chance of successful implementation. This type of communication mandates the use of qualitative research methods on the part of planners. In-depth interviews or open-ended questionnaires must be administered to a representative sample of stakeholders to assess their subjective realities so they can be accounted for. It is the hope of this researcher that administrators of change begin to consistently utilize these methods.

In terms of in-service staff development, it would seem that a well planned peer-based approach might increase the chances of programs being successfully implemented. Dawson (1978:51) stated that in-service programs must "confront teachers at their own level of perception of reality." This is much easier to do when utilizing a large number of peer leaders in a program. Fenstermacher and Berliner (1983:17-18) added that in-service programs must have the dimensions of worth, merit, and success from all stakeholder viewpoints. They agreed that heavy peer support and leadership only enhanced the dimensions.

The findings of this research and the literature reviewed in conjunction with it seem to imply that positive effects of peer-based consulting on the consultants, the recipients, and the planners would make this approach a viable one for immediate and massive implementation. Are you listening? - teachers, administrators, school boards, and governments?!!

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APPENDICES

APPENDIX A

RELEASE FORM

APPENDIX A

RELEASE FORM

I,_____

voluntarily consent to participate in an interview with Hal Kluczny, a master's candidate in the Department of Educational Administration at the University of Alberta. The purpose of the study has been explained to me and I understand that anything I say will be treated as confidential. The information given by me will be used solely for research purposes and all identifying information will be removed. I also agree to all the interview being recorded on tape with the understanding that the tapes will be erased when the research project is complete.

Date _____

Signed _____

APPENDIX B

OPEN-ENDED QUESTIONNAIRE

APPENDIX B

THE EFFECT OF PEER CONSULTING ON THE CONSULTANTS: AN OPEN-ENDED QUESTIONNAIRE

The literature on human behavior suggests that our experiences have certain effects on our lives. Many of these effects may have long term implications for us. The purpose of this questionnaire is to explore the effects of your experience as a peer consultant Resource Teacher in the Alberta Social Studies In-Service Project of 1981-82. The following focus questions are designed to provide a guide for your responses:

1. How did your experience as a peer consultant affect you?
2. How has that effect manifested itself in you presently:
   (a) in terms of your career?
   (b) in terms of your personal outlook and behavior?

_____

_____

_____

(an additional eight lined response pages included in original)

APPENDIX C

STEP ONE: INITIAL THEMES DEVELOPED FROM DATA ANALYZED ON EACH RESPONDENT

APPENDIX C

STEP ONE: INITIAL THEMES DEVELOPED FROM DATA ANALYZED ON EACH RESPONDENT

RESPONDENT # ONE

1. More confidence in self.
2. Broadened personal horizons.
3. Better known in educational community.
4. Positive contacts with other educators.
5. Higher career expectations.
6. Ego building, satisfying, and self-fulfilling.
7. Became known as resident expert.
8. Reinforced beliefs.

RESPONDENT # TWO

1. Improved classroom teaching.
2. Broadened awareness of curriculum.
3. More sharing and interaction with others.
4. Self-fulfilment.
5. Positive and ongoing contacts with other educators.
6. Broadened personal perspectives - teachers and systems.

RESPONDENT # THREE

1. A refreshing and welcome change.
2. An ego boost.
3. Positive interactions with other consultants.
4. General overview of social studies curriculum.
5. Became known as resident expert.
6. Broadened personal perspectives.
7. Self-confidence in career related areas.
8. Positive and ongoing contacts with other educators.

RESPONDENT # FOUR

1. General overview and perception of curriculum.
2. Created desire to share with others.
3. Overcame insecurities.
4. Broadened personal perspectives.
5. Positive interaction with others.
6. Aware of new career possibilities.
7. Gained personal confidence.
8. Refreshing break - out of a rut.
9. Sense of power and importance.
10. Reinforced existing orientations.
11. Improved classroom teaching.
12. Personal development.
13. Ego building.

RESPONDENT # FIVE

1. Broadened personal perspectives.
2. Gained personal knowledge.
3. Self-fulfilment.
4. Higher personal profile.
5. Greater motivation for career advancement.
6. Became known as resident expert.
7. Gained feeling of security.
8. Improved classroom teaching.
9. Positive contacts with other consultants.

APPENDIX D

STEP TWO: SYNTHESIZED COMBINATION OF THEMES FROM ALL RESPONDENTS

APPENDIX D

STEP TWO: SYNTHESIZED COMBINATION OF THEMES FROM ALL RESPONDENTS

1. Reinforcing of existing orientations.
2. Broadening of personal perspectives - curriculum and teachers.
3. Becoming known as resident expert.
4. More self-confidence.
5. Maintenance of positive contacts.
6. Fulfilment of higher level needs.
7. Higher personal profile.
8. Improved classroom teaching.
9. Getting out of a rut.
10. Increased job security.
11. Peer-based consulting as a career reference.
12. Increased desire to share with others.

APPENDIX E

STEP THREE: FINAL MAIN THEMES SUBSUMING ALL OTHERS

APPENDIX E

STEP THREE: FINAL MAIN THEMES SUBSUMING ALL OTHERS

1. Broadening Personal Perspectives.
2. Fulfilling Psychological Needs.
3. Increasing Self-Confidence.
4. Improving Classroom Teaching.
5. Becoming Resident Expert.
6. Maintaining Positive Contacts.
7. Reinforcing Existing Orientations.